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ABSTRACT

The Task Force on Library and Information Services to Cultural Minorities was established to address the information needs of four major minority groups--American Indians, Asian Americans, Blacks, and Hispanic Americans. The proceedings of the Task Force's 1981 hearings include statements and written testimony from 24 librarians, library administrators, educators, and others with experience in establishing and providing library services to minorities. Topics addressed by the participants include acquiring and cataloging of Asian language materials; employing a specialist concerned with minority library service at each state library; funding cuts that undermine library service in minority communities; eliminating discriminatory practices as reflected in the disproportionate staffing, materials, budgets, and services in the minority communities; addressing the needs of the information-poor minorities; eliminating the suppression of vital information for minority communities; avoiding the charging of fees for information which creates barriers for minorities; providing information technology to minorities; acquiring Afro-American, Asian, and Spanish materials; training librarians to work in minority communities; developing networks of minority collections; securing grants for ethnic collections; strengthening school library services for minorities; training school library personnel to become sensitive to the needs of minority children; strengthening American Indian library services; strengthening academic library services to minorities; procuring adequate funding; and developing alternative library structures for minority communities. (ESR)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

TASK FORCE ON LIBRARY AND INFORMATION SERVICE TO CULTURAL MINORITIES

HEARINGS

held at the

American Library Association Annual Conference
June 1981
San Francisco, California

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NATIONAL COMMISSION
ON LIBRARIES AND INFORMATION SCIENCE

CULTURAL MINORITIES TASK FORCE HEARINGS

SESSION I

Saturday, June 27, 1981
2:00 - 4:00 p.m.

American Library Association Annual Conference
San Francisco Civic Center Auditorium
Room 410
99 Grove Street
San Francisco, California

PREFACE

The Task Force on Library and Information Services to Cultural Minorities was established by the National Commission on Libraries and Information Science (NCLIS) to address the information needs of four major minority groups--American Indians, Asian Americans, Blacks, and Hispanic Americans. The Task Force consists of librarians and educators with expertise and many years of experience in establishing and providing library service to minorities. Members of the group felt that in order to procure up-to-date and reliable information to assist the Task Force in developing a viable program with recommendations for strengthening and promoting library services for minorities, it was necessary to provide a forum for the library community to suggest the kind of library services that are required to meet the library and information needs of minority communities. The American Library Association provided the NCLIS Task Force an opportunity at the 1981 Annual Conference held in San Francisco. Hearings were held on Saturday, June 27, from 2:00-4:00 p.m. and on Monday, June 29, from 8:00-10:20 p.m.

The library community was alerted that the hearings would be held at the ALA Annual Conference. News releases were sent to the library press, inviting librarians and others, and letters were sent to individuals and organizations who have expressed an interest and/or concern for library service to minorities. In addition to members of the Task Force who participated in the hearings, several members of the Commission including the Chairman, Charles Benton, the Vice Chairman, Bessie B. Moore, and the Executive Director, Toni Carbo Bearman were also present and took part in the deliberations. Those persons and organizations that were unable to attend were invited to send their letters and comments to the Task Force.

Twenty-two persons participated in the hearings. Although there was allotted a two-hour slot for both sessions of the hearings, the last session extended well beyond the scheduled time frame, because of the provocative and stimulating presentations and discussion. The participatns addressed themselves to a wide range of topics including the following: acquiring and cataloging of Asian language materials; employing a specialist concerned with minority library service at each state library; funding cuts that undermine library service in minority communities; eliminating discriminatory practices of society as reflected in the disproportionate staffing, materials, budgets and services in the minority communities; addressing the needs of the information-poor minorities; eliminating the suppression of vital information for minority communities; avoiding the charging of fees for information which creates barriers for minorities; providing information technology to minorities; acquiring Afro-American, Asian, and Spanish materials; training librarians to work in minority communities; developing networks of minority collections; securing grants for ethnic collections;

strengthening school library services for minorities; training school library personnel to become sensitive to the needs of minority children; strengthening Indian library services; strengthening academic library services to minorities; procuring adequate funding; developing alternative library structures for minority communities; developing alternate library structures for minority communities; and several other topics. Those who appeared at the hearings spoke with great candor and fervor regarding the need to strengthen library services to minority communities.

The following pages contain a thoughtful presentation of the assessment of library services to minorities in this country by persons who have a strong commitment to the delivery of quality library services to minority communities. They also include a candid appraisal by professionals who wish to ensure that the libraries of the nation develop and strengthen library services to minorities so that this segment of our society will be guaranteed that their library and information requirements are being met.

The members of the Task Force express their deepest thanks and appreciation to those persons who prepared and presented testimony at the hearings and acknowledge the excellent support that it received from the members of the Commission and its staff.

E. J. Josey, Chairman
Task Force on Library on
Information Services to
Cultural Minorities

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CULTURAL MINORITIES TASK FORCE HEARINGS

Saturday, June 27, 1981

NCLIS COMMISSIONERS PRESENT:

- Mr. Charles Benton, Chairman
- Dr. Bessie B. Moore, Vice Chairman
- Dr. Toni Carbo Bearman, Executive Director
- Ms. Frances H. Naftalin

TASK FORCE MEMBERS PRESENT:

- Dr. E. J. Josey, Chairman
- Dr. Henry Chang
- Dr. Jean Blackwell Hutson
- Ms. Julia Li Wu
- Mrs. Elizabeth Martinez Smith
- Dr. Lotsee Patterson Smith

PROCEEDINGS

MR. JOSEY: Good afternoon. My name is E. J. Josey, and I'm the chairman of the Task Force on Library and Information Services to Cultural Minorities of the National Commission on Libraries and Information Science (NCLIS), and I wish to welcome you to these hearings.

Before I go further, the chairman of the Commission has suggested that those of you who are here in attendance might wish to introduce yourselves.

(Whereupon, members of the audience introduced themselves.)

Well, thank you very much. We feel that these hearings are very important for the development of quality library services for minorities in our country.

Before I go any further, I would like to first introduce to you the chairman of the National Commission, Mr. Charles Benton. Mr Benton has provided yeoman's service to libraries in this country, because of the sterling leadership that he has given the National Commission. We will now hear from Mr. Benton.

MR. BENTON: You're very kind. It's been a team effort, and it's been my privilege to have been plunged into this team without knowing, really, all that much about the field. But Bessie Moore likes to say I'm a quick study, and I've certainly learned a lot very fast in my almost three years with this enterprise.

I am just delighted to be here, E.J., with you and your associates, your very distinguished associates who have volunteered their time and efforts to join in this Task Force effort and have agreed to serve in this first of two hearings here in San Francisco, the second one being on Monday evening, from 8:00 to 10:00.

Unhappily, I am going to have to leave shortly to do duties that directly relate to what you are all about here, because, most unfortunately, there is a conflict in schedule between this meeting and the major legislative update session which is also at 2:00 to 4:00. I've been asked to report to those interested in legislation on what the Commission is doing, including, of course, this very activity that we're engaged in here this afternoon. So I am terribly sorry that I, personally, will not be able to be here to listen to the testimony, but I understand it will be transcribed. I will have a chance to read it. I am happy to say, however, I will be with you on Monday evening for the entire session. So I'll at least get half a loaf, which is certainly better than none.

Now, Bessie, I believe, was going to join us. And here's Fran Naftalin, who's one of our Commissioners. And, Fran, we're delighted that you're with us. We're going to have as many people at the head table as we have in the audience, which means maybe that you all ought to come up so we can really have a discussion. Instead of having an audience and a head table, we ought to be in a round circle. That's the style that I, prefer, frankly.

I would like to read one of the resolutions that was passed by paper ballot at the White House Conference to give a flavor of what this Task Force is about--what they are addressing and how they are proceeding. It's a resolution, one of the 64 passed at the White House Conference, entitled "Minority Needs."

And it says: "WHEREAS, the Nation's people are rich in cultural and ethnic diversity, THEREFORE BE IT RESOLVED, that library collections and personnel training shall include a special emphasis on the indigenous ethnic populations of the local community they serve, and BE IT FURTHER RESOLVED, that collections and staff training be developed with the participation and assistance of representatives from the indigenous ethnic populations of the local community, and BE IT FURTHER RESOLVED, that categorical grants be made available to school, public, and academic libraries to accomplish these goals."

Now, here's a resolution that is directly in the mainstream of the concerns of this task force. And, in fact, it was, in no small part I believe, the frustrations of the California delegation at the White House Conference that highlighted and raised our consciousness to the point where we felt that an idea that had been discussed for some time within the Commission of having a Task Force, a broadly representative group, to examine needs in this area, because a very important part of our mandate is needs assessment. So it was the consciousness-raising of the White House Conference experience, not the least of which were some of the actions that took place in the very last hours of the White House Conference, headed, in no small part, by the California delegation, that brings us here.

I believe you've had two meetings so far, if I'm not mistaken. I was unable to attend the second but was able to participate in the first. I have been reading your papers with great interest, and you're obviously making great progress.

I have a brief statement to read here that will conclude my comments, to give you a little bit of additional perspective about the Cultural Minorities Task Force.

The Task Force is exploring the current status of the libraries and information service programs in support of the needs and desires expressed by minority groups. It is considering the development of programs designed to encourage ethnic groups in local communities to cooperate in the planning, delivery, and evaluation of library programs and community information referral centers and cultural or educational centers.

It is also exploring the means for determining the strength of existing collections and developing criteria and methods for expanding and improving cultural minority materials for library and information services, including bilingual materials, foreign language books, films, and tapes.

By the way, this is an interesting point. I'm very happy that you are focusing on the bilingual aspects, because, as you may or may not know, Congressman Paul Simon, who is chairman of the House Post-Secondary Education Committee, has just written a book about foreign languages in the United States, he is passionately concerned that we be a multi-lingual society. And so I think--in fact, I just learned at lunch today that the hearings that are scheduled on the new revised and improved LSCA, or National Library Information Services Act, that will start this fall that is, this coming September or October--will also have an important component in it on multi-lingual needs. So Congressman Simon, specifically, is addressing a concern of these hearings as a major point of emphasis and focus. I thought that would be of special interest to you as you carry on with your deliberations.

The Task Force will review and make recommendations relative to the resolutions developed by the delegates to the White House Conference on Library and Information Services relating to cultural and ethnic minorities. This Task Force will relate especially to the White House Conference resolutions in the area of Theme I which was "Meeting Personal Needs," and the Task Force's conclusions are expected to have special relevance to the revisions in the Library Services and Construction Act, LSCA.

I might add that the Commission's top priority, which we spent one of two full days discussing three weeks ago in Atlanta, is to work on the development of specifications for legislation as they flow from the 64 White House Conference resolutions. We feel it's an absolutely prime priority of the Commission, to keep the faith with the hundred thousand people who were involved in the total White House Conference process--the 57 state and territory pre-conferences, the thousand delegates and alternates who attended the White House Conference, and the 2500 observers, special guests, et cetera. That was a huge process. A huge needs assessment process is really what it was, because the whole White House Conference was, as you remember, organized around user needs.

The Federal government spent $3.5 million appropriated by Congress, and the states and territories spent another $3 million or $4 million running their 57 state and territorial conferences.

So, there was a huge public investment in assessing these needs. Now we've got to do something. We can't just have meetings. We've got to do something. And that's what, really, the Commission is committed to.

The products of this Task Force will be a final report due in June of 1982, with recommendations for improvements in five broad areas: materials and resources, personnel, programming, funding, and needs. Elements to be included in the recommendations are legislative provisions, equitable dispersion of existing funds, cultural awareness programming, cooperation with other service agencies, recruitment of minorities into librarianship, education of library personnel (including continuing education), collection development, utilization and preservation of materials, the production of multi-media materials for minorities, and literacy programs.

Now, I must say, the preceeding list today--if you've read the San Francisco papers, with the $45 billion cutbacks that the Reagan administration has managed to push through Congress -- could perhaps fall on deaf ears. However, programs that are recommended a year from now may fall on far more receptive ears.

So the timing of this Task Force, in terms of what's going on in Washington right now, may be most propitious. We have to hope it is. Just because the mood of the day is cutting back, eliminating social legislation that's been in place for the last 20 or 30 years, it does not mean that there will not be again a time when the concerns that we all feel so strongly and passionately about will not see the light of day and be responded to at the national level.

That certainly is, perhaps, an optimistic hope. But, given the alternatives to an optimistic hope, let's go with the optimistic hope. I don't like the alternatives.

Anyway, realizing the need to receive advice and counsel from librarians and other interested professionals, we've scheduled these two hearings so that our friends and colleagues can help us in developing recommendations that will have an impact not only at the Federal level but in state and local communities as well.

We are here today to listen to your concerns, ideas, and recommendations, which are essential to the development of specifications for legislation to help meet the library and information needs of all citizens.

I am very sorry, but I must leave now to carry on this legislative effort, into which your conclusions will be fed. Mr. Chairman, I just want to say again that I feel very privileged to be here and that I'm very grateful to you and your colleagues for having committed your time and efforts to this very important undertaking which could have important ramifications for serving the needs of millions of people in our country, given the diverse nature of our society and the fact that all these needs somehow must be met.

MR. JOSEY: Thank you very much, Mr. Benton. We're sorry that you have to leave, but we understand the scheduling problem, and we hope that you will have an impact on the legislative process. And we just know you will.

Thank you.

MR. BENTON: Thank you very much.

MR. JOSEY: Our next person to make remarks has been with the Commission about a year now, I think. And since joining the Commission as Executive Director, she has made a great impact upon the work of the Commission. We are very pleased to have with us this afternoon, Dr. Toni Carbo Bearman, the Executive Director of the National Commission.

Dr. Bearman.

DR. BEARMAN: Thank you very much. It may seem like a year. It's not quite seven months yet.

I'm really very pleased to be here with you today. I'm not going to make many remarks, because I'm here to listen to you, not to have you listen to me. The one thing I do want to say is that in the seven months I've been with the Commission, I've had the opportunity to travel around the country quite a bit. I've been in 13 different states now, and Canada, talking with many people who were part of the White House Conference, many people who have taken advantage, in the most positive sense of that phrase, of the work of the Commission in the past and the work of the Task Forces.

Some people will say to me, "Well, with the few thousand dollars that are put into the work of the Task Force, how can you really have an impact?" And what I have found, in talking to other people around the country, is that one small task force really does have major impact on many people in the country.

To cite just one example, I've talked with literally hundreds of school librarians who have told me how much they use the report that came out of the Task Force on the role of school libraries and national networking, and many of them have said to me that they have ordered copies of that report for every school librarian in their area.

So we may be small. We may have a small budget. A Task Force is not hundreds of people. It is absolutely top-quality people who are working very hard. And I would like to take this opportunity to thank all of the members of the Task Force very much for the excellent work you've done so far. I'm very much looking forward to continuing to work with you, and I know that we are going to have an impact, and we are going to be able to change the legislation. I'm not only an optimist like our chairman, but I'm the one who gets the things to do after our Commission decides to do something and then to make sure we implement them. And I will certainly devote time and energy to make sure that we implement the recommendations of this Task Force.

Thank you. I'm here to listen.

MR. JOSEY: Well, thank you very much, Dr. Bearman. Following the appointment of the 16-member Task Force on Cultural Minorities, the Task Force held its first meeting in Washington, D.C. in November of 1980. One of the first decisions that was made at the meeting was that we needed to receive advice and counsel from you, the librarians, the user groups, and the other interested information library personnel throughout the country.

So today and on Monday evening, we are holding these hearings. And we hope to produce a report, as Chairman Benton told you earlier, by June of 1982, with recommendations in five areas that he has already indicated. So I won't burden you by reading them to you now.

However, if you recall some of those five broad areas that he mentioned, and you feel that there are other areas that we should concentrate on, we would certainly invite your suggestions, in your testimony or later on in letters to our staff liaison, Ms. Ruby Woods-Robinson.

Our speakers today have been invited to testify in the order of the receipt of their request. And those of you who did not have the opportunity to write to Ms. Woods-Robinson, our liaison, we ask you to see her at least 30 minutes prior to the hearing on Monday evening. And, of course, we can accomodate you in our schedule.

However, before we begin our hearings, I would like to introduce to you the members of the Task Force. Commissioner Benton introduced Frances Naftalin. So now I will introduce the members of the Task Force.

On my left we have Dr. Jean Hutson, who is with the New York Public Library Research Libraries and, for many years, she was in charge of Schomburg.

Next to her, we have Ms. Julia Li Wu, who is an expert in school library services and is the Director, Indochinese Children's Assistance Program, Los Angeles City School District, a former Commissioner of the Commission.

Next to her, we have a person who is one of the two persons who is in library education on the Task Force, Dr. Lotsee Smith, Associate Professor at Texas Woman's University in Denton, Texas.

And next to her, we have Dr. Henry Chang. Those of you who were present at the ALA Mid-Winter Council meeting remember that it was his persuasive appeal to the Council that made the Council consider speedy and efficient delivery of mail to people in outlying areas. Dr. Chang is Director and Territorial Librarian in the U.S. Virgin Islands.

On my far right is Elizabeth Martinez Smith, Director of the Orange County Public Library and an invaluable member of the Task Force, in spite of the Task Force chairman's terrible memory. Of course, she was sitting over on the side of the Commissioners, and so that's the reason that I forgot that she was there. Although we're divided into Task Force and Commissioners, we all work as one. Elizabeth, as I said, is one our most valuable members to the work of this Task Force.

As I said earlier, I'm E. J. Josey, the chair of the Task Force, and I'm with the New York State Library of the State Education Department in Albany.

The first person who was scheduled to appear here this afternoon is Ms. Florence Wang. Because of circumstances beyond her control, she is unable to be here, and Ms. Julia Li Wu has agreed to read a letter that she has sent to us expressing her concerns that she is requesting the Task Force to consider.

Ms. Wu, would you read the letter for us?

MS. WU: Mr. Chairman, due to some personal reasons, Florence Wang was not able to attend this meeting. However, she was among one of the first participants who contacted the Commission's Ms. Woods for attending this hearing.

This letter was addressed to Ms. Woods of the National Commission on Libraries and Information Science.

STATEMENT OF
MS. FLORENCE WANG
SENIOR LIBRARIAN
ASIAN PACIFIC RESOURCE CENTER
LOS ANGELES COUNTY PUBLIC LIBRARY SYSTEM
MONTEBELLO REGIONAL LIBRARY

MS. WU: "Dear Mrs. Robinson, Thank you very much for your letter scheduling me for testimony at the hearing held by the Task Force. Due to personal reasons, I regret that I will not be able to testify personnally. However, I do have a brief, written testimony. After a lengthy phone conversation with Julia Wu, a member of the Task Force, expressing my feelings towards serving the Asian Pacific communty's needs, Ms. Wu has graciously agreed to present it for me.

"As an Asian Pacific resource center librarian of the Los Angeles County Public Library, I have been serving many years the various Asian Pacific, ethnic community needs. There are two major areas that I would like to bring to the Task Force's attention.

"First, cultural differences. Many cross-cultural problems develop for the newly arrived Asian Pacific immigrants, especially to the Southeast Asian refugee families, such as child abuse, mental depression, and so forth. All these problems are very difficult for them to solve, due to lack of understanding the English language and American culture. If you need any further explanation, Ms. Wu will be able to elaborate on these.

Second, cataloging of Asian language materials. Major Asian languages are not romanized. Chinese, Japanese, Korean languages are written by characters. The transliteration of Chinese language materials, without the Chinese characters written next to it, is impossible for the Chinese to understand.

Because Chinese language is basically by ideographs and pictorgraphs. Chinese characters often sound alike but mean differently, such as: the sound (or transliteration) of Chinese character 讀 (read) is "dur." There are many other Chinese characters that have the same sound "dur," yet they have different meanings: 讀 (read), 獨 (single), 毒 (poison), 犢 (calf), 牘 (correspondence), and so forth.

So when the title of a book transliterated to "dur," the Chinese speaking people don't know which "dur" the book is about, since it can mean any of the above mentioned. Imagine the complication when transliterating two or more characters in the title.

"Due to the reasons mentioned above, it is very important that the Task Force: First, should establish some guidelines or recommendations to all the libraries, especially the public libraries, throughout the country to serve these particular ethnic groups' needs. Second, provide programs to meet their needs and make them as regular library users. Third, provide materials for their recreational as well as informational needs. Fourth, recommend that each state library have a specialist or consultant who is not only culturally sensitive to their needs but also well experienced in serving these people.

"I hope the above brief statement will meet the requirement. Ms. Wu will elaborate for me. If I can be of any help in the future, please do not hesitate to let me know."

Florence Wang, Senior Librarian, Asian Pacific Resource Center,
Los Angeles County Public Library

MR. JOSEY: Well, thank you very much, Ms. Wu. This concern about the cataloging of Asian materials and programs relates very closely to what Charles Benton said prior to his departure.

Before I go further, I would like to introduce another former Commissioner who is here, Dan Casey from New York. Mr. Casey.

The next person is Ms. Deloris Christopher, who is a Library Resources Advisor of the Pasadena City College here in California. Would you come forward to this desk, Ms. Christopher?

STATEMENT OF
MS. DELORIS CHRISTOPHER
LIBRARY RESOURCES ADVISOR
PASADENA CITY COLLEGE

MS. CHRISTOPHER: The text of my comments will address serving the underserved.

Traditionally, libraries have served a very small percentage of their given communities. These library users were the educational institutions, staff and students, and those coming to the library for special requests and information, and any other trafffic that special programs drew in. For many years, no particular efforts were made in many libraries throughout most of the country for attacting minorities. In fact, in many parts of the country there were barriers to this service.

Paramount among them was the denial of access. This denial of access existed in the south via segregation, which brought unequal situations resulting in substandard facilities, service inaccessibility, and lastly, no service at all to certain groups.

The orientation to the underserved was actually a joke, except in cases where librarians, directors, and staff were sympathetic to Blacks and other minorities. As Blacks and other minorities infiltrated the library world to become library board members, trustee board members, directors, librarians, et cetera, service, subsequently, was elevated.

A changing role is now demanded in order to attract minorities to libraries. Story hour programs, reading clubs, class visits are fine. But today, more informational needs are necessary. Information must include survival skills, adult education, and computer applications.

The public library has always projected an institutional image, a cold, unfeeling structure. The outreach services of most library systems attempted to change some of this, and perhaps to some extent succeeded. Perhaps one of the best examples was the bookmobile service where the books were actually carried to the people. Now, with funding cuts faced by all libraries and systems, this type of service, due to spiralling costs for fuel, books, and staff, is being reduced and, in some cases, eliminated. This was, perhaps, the greatest link to the community that the library had.

The public library must be thought of as a vehicle for upward mobility. Libraries are the key to education. Schools are very important, and we would not be able to survive in this country without them. But to bridge the gap between the school and the home, one needs the library. There's no other place where such a wealth of information and continuing education can occur.

This continuing education, through the library, builds the bridge betweeen those who go to college and those who do not. Everyone does not need to or have to go to college, but everyone should be literate and competent to survive in this world.

This necessitates an understanding of the written material. Television and audiovisuals are fine for recreation, diversion, culture, and some education. But job forms must be written and interpreted. Grocery items are unit priced and need to be understood. Classified ads are not on tape. Letters are generally written, and instructions must be read to be understood.

The public library has a responsibility to serve its minorities and underserved populations. It must have an information and referral service role in minority communities. It must live up to that role. The tax structure is set up to ensure that these services will be provided, and taxes are taken from all of us in support of library services. Therefore, we must not acccept disproportionate staffing, materials, budgets, and services in the minority communities.

We can expect less and less from the state and Federal funding services in the future. Community library systems will have to pick up the tab for serving the underserved, and this will place an even greater squeeze on the library fund. As more ethnic groups express their concerns and needs, the pie will have to be cut in smaller portions to serve all of the library constituents, or a master plan will have to be adopted to effectively plan for, deal with, and serve all people.

Even within a master plan, there must be priorities. We must not now fail the aged, the handicapped, the youth, or the minority community.

MR. JOSEY: Thank you very much. I wonder if you would respond to any questions? Since the time is so limited, I'll ask members of the Task Force or the Commission to limit themselves to no more than about one question. If we have several questions, we can always come back if time will allow.

Are there questions?

MS. WU: I have a question.

MR. JOSEY: Ms. Wu.

MS. WU: You are suggesting that, in order to serve the ethnic communities, we are supposed to have effective planning. Could you give us some suggestions as to how we can plan more effectively?

MS. CHRISTOPHER: Well, I think you have to have some involvement with the community. You have to meet with community people to find out exactly what their needs are, first of all. This could be—

MS. WU: Needs assessment?

MS. CHRISTOPHER: Yes.

MR. JOSEY: All right. Thank you.

MS. NAFTALIN: I have one question

MR. JOSEY: Ms. Naftalin.

MS. NAFTALIN: Thank you. Could you cite an example? Does one exist? Of a library that has communicated with its community and which is effectively serving its own minority community?

MS. CHRISTOPHER: Well, I used to work for L.A. County Public Library, and I think there are a few libraries in that system that are actually doing that job and doing it well.

MS. NAFTALIN: My idea is, of course, that if there are some places where that has been accomplished, I wonder whether they might serve as models for other libraries which may not be doing the job as well?

MR. JOSEY: Well, is there one particular library in L.A. County that's more outstanding than the others that you would like to cite? We'd like to write them and say, "Would you share with us some of your planning techniques?"

MS. CHRISTOPHER: Well, I think one, in particular, is the East Los Angeles Library.

MR. JOSEY: East Los Angeles? All right. Thank you very much, and we will--oh, I beg your pardon. Dr. Bearman.

DR. BEARMAN: Part of my concern is how we pull the pieces together. And one particular concern that I have involves the library schools and the changing role for them in educating and training librarians for the present needs and, of course, for future ones.

MS. CHRISTOPHER: That's true.

DR. BEARMAN: Do you have any recommendations? I think it would probably be fair to say that you don't feel that the library schools are adequately training people to serve the needs of the underserved right now. Do you have any particular recommendations or ideas that you could give me to carry back to the library school people where we might be able to have an impact?

MS. CHRISTOPHER: Well, it deals with funding. I remember when I went to library school, I was a part of an institute at Rutgers, New Jersey. And this program was for fifteen minority librarians throughout the country. And the whole year that I was in library school, our emphasis was devoted in this particular direction. So that was a special--I'm not sure if the funding was LSCA, or whatever the funding was, but it was a particular institute that had the emphasis for training us to work in urban library situations.

I think the libraries will have to--the library schools will have to, perhaps, decide if there is a priority here or a focus and have funding, whether it's from foundations or whatever, to effectively train people in these areas.

DR. BEARMAN: I think it's fair to say then that we've had a drop in the bucket in training some minority librarians, but we really have not done much to train the other librarians, who are not minority members, to help.

MS. CHRISTOPHER: That's true.

DR. BEARMAN: Okay. Thank you very much.

MR. JOSEY: Thank you very much, Ms. Christopher.

Before we go on to the next person, I'm very pleased to introduce the Vice Chairman of the Commission, Dr. Bessie B. Moore. This is a very outstanding lady. This is her fifty-first year in attendance at an American Library Association conference. So we welcome you, Dr. Moore.

DR. MOORE: Thank you very much. Only Bud made a mistake. It's my fifty-second.

MR. JOSEY: Fifty-second? Okay. Well, that is still phenomenal.

Our next person is Ms. Horn.

STATEMENT OF
MS. ZOIA HORN
LIBRARY CONSULTANT, DATA CENTER
OAKLAND, CALIFORNIA

MS. HORN: I speak as a one-time immigrant who was well nurtured in the public schools and the public libraries of this country. A firm, but kindly, librarian helped me put my feet firmly on American soil by providing me with the best models and the best values that this country had, in her eyes. She offered me Louisa May Alcott, Mark Twain, Jack London, and, later, Thoreau, to supplement my rather rich diet of Dostoevski, Turgenev, and Chekhov at the age of twelve.

Respect for the individual, equality, and democratic value permeated this acculturation, and I assumed, as I was growing that everyone was treated as well as I. When I chose to become a librarian, very close to the surface of my professional work was the commitment to do for others what had been done for me.

That commitment remained, but in time, I sadly shed my naivete, for I discovered that not every child and adult was as well treated as I had been. Whole segments of society were thoroughly disregarded.

My learned values informed me that it is the essence of self-government that people know what their government is doing in order to hold it accountable. I think it's appropriate to quote from Justice Brennan because at the present time, our concern with budget cuts and with information that is unavailable (which I will speak about later) will make this more appropriate. He said, in 1944, that "the first and fourteenth amendments embody our profound national commitment to the principle that debate on public issues should be uninhibited, robust, and wide open, and that it may well include vehement, caustic, and sometimes unpleasantly sharp attacks on government and public officials." Such debate is now endangered.

Now, why this general statement in a hearing on information services and programs for minorities? It is because we live in an information society. That being so, we need access to all kinds of information, or else the lack of it will put us outside that society or even kill us. We are told that information is power. And if it is so, then those lacking information are powerless. The minorities identified here remain the information-poor. They are joined by an amorphous group which cuts through all social, ethnic, and cultural distinctions and, euphemistically, are called the "economically disadvantaged" or "poor."

The discriminatory practices of society at large were, for a long time, reflected in libraries' lack of appropriate materials, subject matter, and services. In the 60s and 70s, in response to the pressures of the civil rights movement, attempts were made to identify information needs and provide services to the previously unserved. Now, political decisions, resulting in cut budgets, are undermining the small progress that has been made. But even more than budget cuts is involved: information essential to human health and safety is being suppressed, and the potential for open debate is being subverted.

For example, the new head of the Labor Department's Job Safety Agency ordered the destruction of 50,000 copies of a booklet on cotton dust, the cause of brown lung disease among textile workers. This is from the Los Angeles Times, 3/27/81.

In the Congressional Record of April 1, 1981, there is a heading, "Workers' Right to Know, or the Supply Side Effects of Occupational Cancer." The distribution of a bulletin meant to inform workers, employers, and the general public of the scientific evidence indicating that formaldehyde may be a carcinogen and recommending ways to protect workers from exposure was stopped. A Congressman incensed by this suppression inserted it into the Congressional Record.

The opportunity to hear Bill Moyers, in a scheduled T.V. program, question a Soviet expert on American-Soviet relations was lost because of the U.S. Government's refusal to extend a visa for a few days. Bill Moyers called this "censorship by visa."

Librarians are deeply concerned with censorship, but the censorship that we have identified is of the open and blatant variety, that kind that burns books and removes materials from libraries and schools.

There are more subtle influences at work. Their effect is the same. Censorship is only one of the barriers between people and information. These barriers range from illiteracy, that acts as an impenetrable wall, to suppression of information politically or economically inconvenient, to omission of whole areas of information culturally or politically sensitive, and to the undermining of the very nature of public libraries as egalitarian institutions set up for the public good.

With the introduction of valuable new information technology on the one hand, and diminishing budgets on the other, librarians have guiltily turned to charging fees for some information services. The justifications have been the great expense of computerized information searches and the so-called non-traditional nature of the service. Of course, there were no charges when the telephone, the microform readers, or record players were introduced at the libraries. Those technological advances were greeted with self-congratulatory applause for the potentially better information service to people.

New technologies are popping up like fish at feeding time. The View Data Channel 2000, an OCLC experiment, is said to have a "bright future" in providing library information through a TV-telephone-computer database hookup. At home, the service would cost the consumer $15.00 per month. According to the American Libraries, June, 1981, in an article reporting a consumer test, 82 percent of those tested thought that libraries should spend tax dollars on such services, but most felt that the home service should be paid for by the individual. Who can afford such luxury?

There are great pressures from the new, dynamic, and profit-hungry information industry. Its dire warnings of irrelevance and obsolescence have persuaded librarians to compromise basic public library principles. The threatened irrelevance will surely come if time, energy, and budgets are channelled into money-producing activities. It is the commercialization of libraries that will surely result in their destruction. Sensitivity to the information needs of minorities would certainly drop even more in priority. There would be even less reason to turn to it as a "university of the people," or for daily, urgent information needs. There would be created an even larger second-class citizenry, distinguished by its inability to pay. Its members would resent paying taxes for sustaining and subsidizing a library which doesn't serve them.

But information technology is no enemy. Its use can serve to expand access to knowledge in a dramatically efficient manner. It must be available to all without distinction. We cannot afford, in our democratic society, to have second and third-class citizens where information is concerned.

The right to know is basic to our welfare as individuals and as a society. That right must now be reaffirmed over and over again. Libraries, as institutions of education for democratic living, must expose and battle suppression of information with the same fervor as they expose and battle censorship, as they must expose and battle governmental secrecy and fund-cutting for public libraries. For all of these create barriers between people and knowledge.

MR. JOSEY: All right. Thank you very much. Are there questions from the Task Force or Commission?

Well, I have a question, if you don't mind. Would you consider keeping some people information-poor, the denial of access as well as censorship?

MS. HORN: I'm sorry. Would you repeat the question?

MR. JOSEY: Well, I say, would you describe keeping some of our people information-poor would be equally called the denial of access as well as censorship, or both?

MS. HORN: I think it is both, Mr. Josey. I think that when you keep people information-poor, you are indeed creating these barriers. And you are creating a powerlessness. And in our society, if there is a group that is denied access to information, you are, in a sense, undercutting our whole fabric of democratic institutions.

MR. JOSEY: Thank you very much. Our next person is Mr. Jeff Jackson, the Librarian of the Afro-American Collection, the Hillman Library, University of Pittsburgh.

STATEMENT OF
JEFF JACKSON
LIBRARIAN, AFRO-AMERICAN COLLECTION
HILLMAN LIBRARY
UNIVERSITY OF PITTSBURGH

MR. JACKSON: As Mr. Josey has just said, my name is Jeff Jackson. I am the Librarian for the Afro-American Collection at the University of Pittsburgh, and also the co-chair of the Black Studies Librarianship Discussion Group of ACRL.

Before I present my statement to the Task Force, I would like to thank the committee for allowing me this opportunity to make a statement on a subject which I feel is very important. The views which I will put forth today are totally my own and do not necessarily represent the institutional views of the University of Pittsburgh, where I am employed.

Specifically, I will be talking about collection and development of Afro-American or Black Studies materials at the university or college level, since this is what I am most familiar with.

For the purposes of clarification in my statement today, the terms "Afro-American" and "Black Studies" will be used interchangeably and have the same meaning. In the interest of time, I will be keeping my statement brief, but will be glad to answer any questions or discuss any points that the committee feels pertinent at the conclusion of my statement.

As someone who has watched the growth and decline in the area of Afro-American Studies during the past twelve years in America's academic institutions, I would like to share some of my observations with you in the area of collection development in Afro-American Studies at the academic level.

Before presenting specific recommendations, however, it is necessary to present some very brief background history about Afro-American Studies in American institutions of higher learning and how I came to be a librarian in the subject area.

In the late 1960s, there were demands on many of the nation's campuses by Black students and others for greater participation and representation by Black people within the academic setting at the various levels such as administration, faculty recruitment, student enrollment, and curriculum formation.

To meet part of these demands, many universities and colleges created Afro-American or Black Studies Departments and/or programs. They also provided varying degrees of library support for these programs, for research and teaching purposes.

During the 1970s, many of the programs and curriculums were reduced or absorbed by other departments within the institution. Although there had been institutional funding (hard money) for the establishment of the programs, many of the library funds for collection development were from gift or grant money (soft money).

With the change in status of these programs and with the disappearance of the soft funds, specifically marked for collection development, purchasing of Black Studies materials once again became a low priority within the collection development policy of many libraries.

My personal involvement in the area of Afro-American Studies began as an undergraduate majoring in American History at the University of Wisconsin, Madison, during the 1960s. During this time, it became clear to me that most of the contributions of Afro-Americans were not included in the courses which were part of the curriculum. In an effort to fill this void in my education, I returned to school in the Afro-American Studies Department at the University of Wisconsin, Madison, to pursue a second Bachelor of Arts degree, with a major in Afro-American Studies.

In using the library for research in my formal course work, as well as independent research topics, I came to realize there was a strong need for library personnel to work in the area of collection development in the field of Black Studies. With this in mind, I took the opportunity to obtain a Masters degree in Library Science from Long Island University and gained the position of the Librarian of the Afro-American Collection at the University of Pittsburgh.

It is with this background history in mind that I put forth the following proposals, which I feel need to be carried out in order that Black Studies materials will remain a valuable part of the academic library collection.

Identification - Black Studies collections around the country need to be identified, and a sound assessment of their holdings needs to be ascertained and published.

Networking - Once collections have been put into perspective as to their holdings, assistance needs to be provided to create a network of the strongest collections. This assistance needs to be in the form of expertise as well as money. (Having known Toni Carbo Bearman for several years now, and her interest in networking, this should be the type of project which NCLIS might find to be interesting and which could be very helpful).

To assist the growth of individual collections, I would like to see more funding made available, and funds which are available well publicized. There should be money which is specifically designated for the development of Black Studies collections.

First, these funds should be in the form of matching grants. I believe that parent institutions still have an obligation to provide support for collection development in these areas. It has been my experience, over the years, that once money is received from an outside source, the internal funding tends to be shifted to other areas, so that the subject area of Black Studies does not grow, but merely remains the status quo.

Two, the grants should be kept small: $5000.00 to $15,000.00 The purpose of this is twofold: a) by keeping the grants small, the money can be more widely distributed through a greater number of collections; and b) by keeping the grants small, it makes it possible for institutions with less developed collections to compete more efficiently or effectively with larger, more established Afro-American collections.

Point three, there should be a limit on the number of grants that an institution can receive in one year. This also would provide for more equality between the developed and the developing institutions.

Point four, an annual report as to which institutions receive grants and how they were used in collection development should be published. This would enable others to stay current on the holdings and the development of other collections in the area of Afro-American Studies.

I hope that this Task Force will use these suggestions and others that it may receive to formulate a policy or guideline for the promotion of the collection development of Black Studies materials.

Without such a system, university students of the 1980s and '90s may find a lack of material on Afro-Americans in the libraries, as I did in the 1960s.

Once again, thank you very much.

MR. JOSEY: All right. Thank you very much, Mr. Jackson. Does the Task Force or Commission have questions?

DR. LOTSEE SMITH: I have a question.

MR. JOSEY: Dr. Smith.

DR. LOTSEE SMITH: Have you sensed a vacuum in library education in training people to work with these materials?

MR. JACKSON: Well, since the vacuum -- I don't know. By that, if you mean was there ever anything done to train people for these materials, absolutely not that I can think of, in terms of most of the library schools. Having been involved with at least three different library schools at one point -- the University of Wisconsin at Madison, Long Island University, and now the University of Pittsburgh -- and having talked to colleagues who have graduated, the only way that people usually get into this area is simply by wanting to go into this area.

Now, at the present time, there is a course being taught at the University of Pittsburgh by Wendell Wray, who would be your successor, on Afro-American bibliography and resources. For the number of students that attend it, I think it's well attended. He never has more than twelve, but that's maybe once or twice a year. It's a seminar kind of thing, and it is very special. But that's the only formal course that I'm aware of in any of the library schools around the country.

DR. LOTSEE SMITH: I have a question for Mr. Josey. Are these people submitting this in writing?

MR. JOSEY: Yes.

DR. LOTSEE SMITH: Okay. I would like to suggest that if you have any additions you could make in the way of recommendations to library schools, in ways they might train people, or anything that you might add to that area, that you would add it to your paper or add it as an addendum. I would be very interested in that.

MR. JOSEY: Well, to supplement Mr. Jackson's remarks, the Atlanta University Library School provides a program. However, the best programs we've had around the country have been programs outside of library schools. So maybe you and your colleagues in the library schools may want to take a fresh look at this possibility. During the 1960s, programs were funded under Title II-B of the Higher Education Act at Fisk

University where our Task Force colleague Dr. Smith at Fisk and Ms. Ann Allen Shockley were funded for several years to run institutes for librarians who wanted to be trained as Afro-American bibliographers and curators of Afro-American collections.

But since the demise of real funding under HEA Title II-B, this type of program has been discontinued. And I think this is a real need for library schools to consider.

Are there other comments? Dr. Bearman.

DR. BEARMAN: Without going into details, I'm very curious, obviously, about the idea of the networking, Jeff, and I'd like to talk with you about it later. You obviously feel that something in addition to just having the cataloging material available through OCLC or some of the other existing networks is needed. Is that correct?

MR. JACKSON: Yes. Well, it's something that I'll be talking about again on Monday with some of my colleagues in the Black Studies Librarianship Discussion Group. This is something that I'd thought about, but it was an idea that was formally put forth by a colleague of mine who's at Howard University, Dr. George Grant, who, for the last couple of years, has been trying to organize some meetings in the sense of sitting down and hammering out some ideas of how one should go about networking some of these collections.

Of course, we have some very good collections at Schomburg and Howard University, things at Atlanta, places like this, Fisk University. But then there are other collections around the country that, I think, need to be identified and looked at in terms of how best to do this. There may be several different ways to go about it.

But, in terms of is there something more that should be done rather than just OCLC, yes. Especially with OCLC being down most of the time.

DR. BEARMAN: And when I say "OCLC," I mean et cetera, of course. All of the other networks.

MR. JACKSON: Right.

DR. BEARMAN: Well, that is something I'd very much like to explore. Charles emphasized what our first priority is for this year. He didn't mention priorities two and three. The second priority is working to improve the dissemination of federal information. And our third priority is improving resource sharing and networking. So we are continuing to work in all those areas.

One program that we are taking a look at is in progress at the Smithsonian, in cooperation with the Society of American Archivists and the National Archives. They are taking a look at how one describes manuscript and archival collections, and I think that would be very relevant to some of the work that you're talking about.

MR. JACKSON: I think any information that would come out of that would be certainly relevant to this particular area as well.

DR. BEARMAN: Well, thank you. I don't mean to take the time now, but it's something I'm very interested in, and obviously would like to continue to explore with you.

MR. JACKSON: I didn't know you would be here today. I didn't mean to pick on you, but --

DR. BEARMAN: Oh, I'm delighted. I thought it was nice of you. Thank you.

MR. JOSEY: Dr. Moore.

DR. MOORE: I noticed that in your testimony, you said that you recommend a small grant, $5,000.00 or $10,000.00.

MR. JACKSON: Yes. Matching grants.

DR. MOORE: You remember that was one of the criticisms that we made on the federal grants, you know. They said that too many places got them that didn't need them and that they thought the $5,000.00 was wasted. You remember that, Mr. Josey?

MR. JOSEY: I remember that.

DR. MOORE: Yes. And that was a severe criticism. I wonder how you would answer that?

MR. JACKSON: Well, the way that I would answer that, because I am aware of what you're saying, is that these grants would be specifically earmarked for, in this case, Black Studies collections. And being a matching grant, in a collection such as I supervise --

DR. MOORE: You think that they'd accept it for that more easily than they would just a general grant?

MR. JACKSON: Yes, without a doubt. Because if that was a matching grant, that would be, say, $5,000.000 to the University of Pittsburgh, specifically for the Black Studies Collection, with another $5,000.00 from the University, which is $10,000.00. That would almost double the budget for the Collection that year and really give you some strong purchasing power.

True, $5,000.00 won't do much for you if you're trying to organize a union serials list or something like that. But for these small collections -- and I think that -- I'm only speaking about my own area at this point. But I think, once again, this would be very effective for many of the smaller ethnic collections, because I have come across some of those also that would benefit greatly by a small grant but would allow us to compete.

It would be very difficult if the grant were $40,000.00 or $50,000.00 for me to compete effectively with Howard University or Schomburg. And it's not that they shouldn't have $40,000.00. I just want my $5,000.00.

DR. MOORE: Well, you know, it's sort of an interesting thing. In my long years of working in library things, I found out that sometimes you can do some small thing with a small amount of money that will sometimes make a bigger impact than a large sum of money does, for some reason.

MR. JACKSON: I would agree with that.

DR. MOORE: If you can find the right thing to put the money in.

MR. JACKSON: I think this is the right thing.

DR. MOORE: That point interested me, and that's why I was concerned.

MR. JOSEY: Ms. Wu?

MS. WU: Yes. I have a very basic question: is there any difference between the definition of Afro collection and a Black American Studies?

MR. JACKSON: Well, technically, nobody's really given it a real deep definition in print that's all over. But technically, if we're talking about Afro-Americans, we're generally talking about the Black experience in America, in the United States.

MS. WU: But in English? In the American language?

MR. JACKSON: Yes.

MS. WU: Is there anything in the African? When you refer to Afro Collection, that leads to thinking of in the local language, the African language.

MR. JACKSON: Oh, I see what you mean. I think I see what you mean.

MS. WU: Bilingual materials?

MR. JACKSON: Yes. Well, if you mean -- well, that gets more into the area, maybe, of Black Studies collections where maybe some more emphasis would be given, say, on the Caribbean, Latin America, or, in some cases, Africa or an African Studies collection -- collecting in some of that language. Is that what you're asking for?

MS. WU: Yes.

MR. JACKSON: Oh, okay. Well, in that case, there would be some collections that would do that. But once again, when we're speaking about bilingual, generally, most of the things that you would buy in that area are in a European language. In other words, French writers from Africa, or Portugese Black writers -- things like that. There are materials in Swahili, but they're you know, not as prevalent as the other languages.

MS. WU: So that type of material is not what you -- is not, in your mind, a networking of Black Studies?

MR. JACKSON: It would be something to be discussed. Sure. This, as I said, would be the thing of expertise in the leadership of some people to hammer out all of these things. I wish this was maybe Tuesday. Monday, after having talked with my colleagues again, I could give you a little more definition, because we have kind of gone around this at midwinter. But, hopefully, it will come up for discussion again, just exactly what direction they would like to take.

MS. WU: Thank you.

DR. HUTSON: May I say something?

MR. JOSEY: Yes.

DR. HUTSON: I would like to have a hope that this is finally an idea whose time has come, because I can tell you that as far back as the late 1920s and '30s, Dorothy Porter, at Howard University, and a Mrs. Lattimer, who was the reference librarian at Schomburg, started exchanging catalog cards to try to accomplish what we are now calling "networking." And this was abolished because these respective libraries thought they couldn't afford the expense of printing an extra catalog card.

So I hope that we can find a way to use our modern technology to accomplish something that has been needed all these years.

MR. JOSEY: Thank you, Dr. Hutson, and thank you very much Mr. Jackson.

Our next speaker is Ms. Lucille Thomas, who is the Assistant Director of the Library Media and Telecommunications of the New York City Board of Education.

STATEMENT OF
MS. LUCILLE THOMAS
ASSISTANT DIRECTOR
LIBRARY MEDIA AND TELECOMMUNICATIONS OF NEW YORK CITY
BOARD OF EDUCATION

MS. THOMAS: As Dr. Josey has told you, I am Lucille Thomas, and I'm the Assistant Director for the New York City Board of Education. In addition, I am the New York State representative to the White House Conference on Library and Information Services Task Force. I was very happy to hear the encouraging words from Commission Benton.

I thank you for the opportunity to speak to you today on library services to minorities. And since my work is specifically with schools, I will be directing my remarks in that direction, and, even more specifically, to schools in the inner city. So much that I have to say will apply to schools in general and all children, but more specifically to minorities.

Since 1950, a mass movement of Blacks, Puerto Ricans, Asians, and Mexicans to the inner sections of our city has had a dramatic impact on school libraries. At the same time, the movement of more prosperous residents and businesses to the suburbs caused an erosion of the tax base of public school support.

Recognizing in the '60s that minorities were poorly portrayed in books, the school libraries became engaged in a frantic search for more relevant books and other materials. Librarians implored publishers and writers to write more realistic accounts and stories about minorities.

I attended a program this morning that was reporting on books that made the greatest impact on a person's life. Mr. Gaines was one of the persons interviewed. He is the author of the "Autobiography of Mrs. Jane Pittman." He said he was told to go to the library and read, and he wanted to read books about himself and about his people. But he did not find any. The lack of books on the subject motivated Gaines to write the "Autobiography of Mrs. Jane Pittman."

During the '70s, there was an increase in publishing of books, especially in the area of Black history, meeting the acceptable criteria. But still, there is an even greater lack of material written in Spanish and materials by and about other ethnic groups.

And I would like to point out that I think it is important for other groups to have an opportunity to read these materials. Often we emphasize the fact that we want minorities to be able to read books about minorities. On the other hand, it is important for everybody to read about each other, because this, certainly, can promote a greater understanding.

Another area affecting school library service to minorities is funding at all levels: state, federal, and national. In the late '60s and early '70s, we had Title II for school libraries. And this was categorical aid. It came down to the school districts earmarked for school libraries. And it made a tremendous difference, because the school administrator did not have an alternative or could not decide to use the funds otherwise.

Title II was replaced by Title IV-B. And, of course, that is not as specific. It designated library resources, instructional materials, and, at one time, guidance materials and services were included. So this gave the school administrator an opportunity to make decisions. And oftentimes, the library was not included.

In the late '60s and the early '70s, under Title II-B of the Higher Education Act, many minority librarians were trained and retrained. Now, we are lucky if library schools receive a few fellowships earmarked for minorities. With more lucrative career opportunities in industry, fewer minorities are choosing librarianship as a career.

These problems are related to appropriate materials, staffing, and financial support for minorities in inner city school libraries and are intertwined with bigger problems in our schools. And I remind you that our school libraries operate under an "educational administration umbrella." We are dealing with administrators who are not always sensitive to the needs of the school library and, in particular, the services for minorities.

Some of the other bigger problems: school libraries are often considered as only a support unit rather than a leadership and creative unit. There is a tremendous need for certified, trained library personnel sensitive to the needs of minorities and all children. We have a syndrome in education that says, "Oh, anyone can be a librarian." And this is a tremendous problem for us.

The problem of accessibility, especially in the elementary schools, looms high. It is possible for the materials on minorities to be available in the school library, but the programming or the scheduling is of such that these materials are not readily available for the youngsters.

There was an interesting article written by Nat Hentoff in the "Village Voice" this spring, concerning libraries in New York City and the lack of support. The article included a section on school libraries which pointed out that Hentoff visited a particular school in upper Manhattan during the late '60s. There he met a young man named Russell who was not reading too well. So he went back to visit a few months ago. He asked the principal, "What happened to Russell? Russell wasn't reading well. He had some problems." He said, "Oh Russell discovered the school library and the public library, and oh, he became a real expert on bees.

He became an expert. He read everything in the library, and he became an outstanding reader."

But Hentoff said if Russell were in that school today, Russell would not be able to find a trained librarian. He would find the library hours restricted at the public library. And the school library is closed most of the time.

So in our inner city schools, we have hundreds of thousands of children faced with these particular problems.

In establishing the National Commission on Libraries and Information Science, Congress affirmed that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize most effectively the nation's educational resources. How can we make this statement a reality? How can we improve library services for all groups, including minorities?

There is a reference to analyzing the needs of minorities. I firmly believe that there should be an attempt at the school level to analyze and identify the needs of the students in specific schools. And when the objectives and the philosophy for those schools are written, they should include these needs.

These objectives should include provisions for access to materials that will stimulate physical and emotional growth and cognitive development in students. Provisions for appropriate environments in which students can use materials that will stimulate development under the guidance of knowledgeable and responsive librarians should be included. The training should be for all types of librarians, not just for minority librarians, because, most likely, non-minority librarians will have an opportunity to work with minorities.

Provisions for library programming to stimulate physical, emotional, and cognitive development, as well as to provide cultural and aesthetic experiences for students should receive a high priority.

The school setting, sometimes, is the only setting where youngsters have an opportunity to hear about their own culture and their heritage. Decision-makers at all levels, local, state, and federal, must make a strong commitment to support legislation which will make these programs possible. The need for economical, open access to education by every member of society throughout his or her lifetime is now being articulated. To support this theory, emphasis on lifelong learning should begin in the elementary school and continue throughout the formal years of training.

I implore the National Commission to consider a Library Awareness Program, a Library Awareness Program for school administrators. School librarians are at a strict disadvantage at the American Library

Association Conference and all other library conferences. The public libraries have their trustees here at the conference to listen, but seldom are our members of the Boards of Education present. They definitely need to hear this information. Perhaps the Task Force will consider conducting one of your hearings at one of their meetings. Let them know that an investment in a school library is an investment in the future.

Parents need consciousness-raising also. They are very important components in the educational structure for children, and we often overlook this.

To summarize, we need to strengthen the vehicle of the economic underpinnings for school librarians. This assistance needs to be categorical. And we need the Library Awareness Program at all levels, for administrators, teachers, and parents.

I thank you for the opportunity, and I urge you to follow through on the suggestions that are being made here today.

MR. JOSEY: Well, thank you very much, Ms. Thomas. You've given us a very provocative statement. But because of time, I can't let everybody ask questions. I know they would ask you a thousand questions. However, I will take the privilege of the chair, though, and ask, would you make a suggestion to us in terms of how we can develop a School Library Awareness Program for school administrators, since this is an excellent suggestion you made. I was wondering if you would give us some idea of what can be done in this area.

MS. THOMAS: Well, I think that you would start with organizations for school administrators. They do have the national associations for the various levels, elementary, middle and secondary school principals That would be one of the ways. And, of course, there are many teacher organizations that could also be tapped, because teachers are potential administrators. And maybe if we reach them before they become administrators, it might help strengthen our cause.

But I do hope you will follow through on that suggestion.

MR. JOSEY: Thank you very, very much.

Our next person, like Ms. Thomas is involved in the Task Force of the White House Conference. And so, it's my good pleasure to introduce Ms. Lenore Bright.

STATEMENT OF
MS. LENORE BRIGHT
STEERING COMMITTEE, WHCLIST TASK FORCE

MS. BRIGHT: I, too, appreciate the opportunity to speak to you today. And after hearing the chilling statement from the member of the moral majority this morning, I have decided that I am going to make myself a button that says, "I am a member of the immoral minority," or "I am moral a majority of the time." But there is something desperately wrong, and we all must fight very hard to overcome this situation that we find ourselves in.

Our Task Force is bound and determined to work for the access of all information for all people, regardless of who we are or where we live or anything. And that's what we're working for.

Today, I have the privilege of speaking for the Native Americans, the Indians that live in my corner of the state of Colorado. And these are three Indian reservations that are adjacent to each other, the Southern Ute, the Mountain Ute, and the Jicarilla Apaches. The Apaches are in New Mexico.

Our geographical isolation is one of the most severe problems facing the tribes, as well as all citizens in this area. Television reception is minimal and emanates from New Mexico. And there is very little information for Colorado citizens about the state of Colorado in the area. Most of the local papers are weeklies that carry little or no state or national news. The daily papers from the metropolitan areas arrive a day or so late. The local radio stations seems to be all members of the very ultra conservative network, and all you get is far-right politics and country music. And that, obviously, doesn't make much interest for Indians or anybody else.

The majority of the citizens living here are Indian or of Spanish descent. English is a second language, and most of the older generation are not able to read or write English, but are considered literate in the trible sense. Their culture is an oral one and is seldom translated into English reading material.

The tendency has been, for the Indians who leave the reservation, for purposes of higher education, to not return. Therefore, libraries have a twofold purpose: to stimulate the young to seek more education and be able to function off of the reservation and also, then, to take care of the information needs of those that choose to remain at home.

Young children are now the prime users of the library facilities. And all future programs must be planned with that in mind.

I would now like to list some of the needs identified by the Ute and Apache sources. Number one, materials and resources. They all agreed that audiovisual materials were extremely important because of the literacy problem and the generation gap. The older members enjoy and learn from this type of media, and it is also a great aid in teaching the children since the oral culture still exists and will for some time to come. English remains difficult, and the children are still not generally book-oriented.

Librarians feel it is the job of the schools to generate the initial interest in reading. And they say there is some cooperation toward that end now.

All decisions on purchasing materials are made by the tribal councils. And librarians have met resistance when they have wanted to purchase audiovisual equipment. They need help in convincing the tribal leaders of the importance of all types of media education. Basic education films for adults are desperately needed in such items as general mathematic techniques and other skills for every day living. They have a great need for consumer protection education.

There is a need for all types of basic materials. One librarian asked if they could even possibly get some art prints, because her children had heard of Picasso, but they didn't know just exactly what he did.

All of them want to get their oral history recorded by video and audio methods. This should be of utmost importance to all of us. In fact, I believe it should be a priority so we can preserve this culture for posterity before it is too late, because the elders are dying off, and this hasn't been done until this time.

They all voiced a need for more room and shelving space. As the younger generation is becoming literate, the obvious needs for books and materials grows. And this is becoming critical. Again, help is needed to impress the tribal councils with the importance of the library in the educational framework. Since the councils are funded by federal monies, it would seem that we could possibly get some leadership in this area.

They all said they needed help in making good decisions on what materials to buy, and they needed guidance in preserving materials and teaching these skills to their clients. Libraries on reservations must become complete media centers supported by tribal councils.

Number two, personnel. Few people working in the libraries have a college education. They all pleaded for help in continuing education and training. They asked for on-site workshops and classes through the regional library system in Colorado. In Colorado, we're broken up into seven regional systems. They all paid tribute to Jan Beck, the Director of the Southwest Regional Library System, located in Durango, Colorado. They felt Jan had been very helpful when they asked for assistance. They need more of the same.

They need training in making good acquisitions and in general library skills. The turnover is extremely high, and training must be an ongoing process, which is difficult at best. Getting and keeping trained librarians would be a stabilizing influence and be of great value.

Number three, programming. Enforcing the use of books and the necessity of mastering the English language remains to be done. Literacy must be encouraged. Developing media centers that offer alternative educational methods must also be high on the priority list. Encourage the hiring of trained Indian librarians and media specialists. Oral history projects must be completed as soon as possible, and the libraries must become a point of inspiration for the citizens that choose to remain on the reservation.

The library or media center must be able to offer information that will enrich their lives and help them adjust to the swiftly changing alien society they must cope with when they are off the reservation.

Number four, funding. The tribal council determines the funding. Most of the libraries are underfunded and do not enjoy a high priority with the councils. We must make every effort to change that situation. Most of the interesting library programs have been instigated with LSCA funding. They need to have some sort of direct funding sources to be innovative and not to have to deal with the tribal councils until such time as they get better treatment from the tribal councils.

Their funding sources are woefully inadequate, and they need much more support from all sections of our society.

Jan Beck has suggested that the federal government might provide a specific funding program for tribal libraries to circumvent this. She feels that it is most important, though, to see that training money is part of that program, or she feels it would be a waste of tax money. She maintains the answer is not simply in pouring more funds into library services. It's going to be necessary to develop that solid plan and obtain the local support and provide thorough training in order to give the adequate services.

The White House Conference addressed many of these problems in our Resolution D-2, the National Indian Omnibus Bill. And we need to consider it totally for implementation. We have taken our first step by asking the Native Americans to identify their needs. Now, we must determine the most effective ways to help them achieve those goals and objectives.

Thank you for this opportunity. And my Ute and Apache friends will be watching with great interest to see what comes out of these hearings.

MR. JOSEY: Thank you very much. And in the interest of time, we are not going to be able to have any questions.

DR. LOTSEE SMITH: You know I couldn't stop with just one. I'll have to talk to Lenore later.

MS. BRIGHT: I am available for the next two days if I can hold up when I get my two huge sacks of information out.

MR. JOSEY: Dr. Moore would like to make a brief comment.

DR. MOORE: You know, of course, Ms. Bright, that the Commission has had a continuing interest in the problems of the Indians. It was one of our first endeavors, and we have not dropped it. We are still interested in it.

MR. JOSEY: Thank you very much. Our next person is Professor Robert B. Ford of the Medgar Evers College Library, Brooklyn. Professor Ford?

STATEMENT OF
PROFESSOR ROBERT B. FORD
CHIEF LIBRARIAN
MEDGAR EVERS COLLEGE LIBRARY

PROF. FORD: In the interest of time, I will also read my statement and hope that it will contribute something to the enlightenment of the Commission.

Since one must talk from one's own perspective, my perspective is that of an academic librarian who has worked for ten years in a minority college in the inner city. Medgar Evers College is located in the Crown Heights section of Brooklyn and is a developing institution that is attempting to educate, principally, the minority residents of central Brooklyn.

Established in 1970, this urban college has valiantly attempted to break the cycle of poverty and mutual rejection that its citizens usually face in their everyday lives. In addition to its two-year liberal arts program, it offers baccalaureate degrees in such career-oriented fields as elementary education, nursing, business, and public administration. The student population of Medgar Evers is, principally, female, Black, and over 25 years old.

Nowhere are the failures of urban education as evident as when one faces these generally well-motivated but academically underdeveloped students. Obviously, such students must get good support services if they are to succeed. At Medgar Evers, a great deal of time, effort and commitment has gone into developing one of the most advanced remediation programs in the city university, as well as a computer-assisted instruction program in mathematics and logic.

In order to fully understand the challenges faced by Medgar Evers and other publicly supported academic institutions like it, I would remind you of the 1975-1976 budget crunch that culminated in the temporary closing of the university and the imposition of tuition for the first time in 129 years.

While the impact of the budget crunch was severe, we have managed to stay afloat and recently survived a Middle States' accreditation visit.

While many observers doubt the value of a minority college, I'm here to testify that there is a concern for and a commitment to Black students at Medgar Evers that is often lacking in other large and depersonalized campuses of the University. Students' success at Medgar Evers gives a special meaning and added dimension to the issues of open admissions and equal access to higher education.

Permit me to quote Herman Branson in his essay entitled, "Black Colleges of the North," when he stated that, "Perhaps no other institutions in America are as socially significant as the Black colleges in the north, because they are doing a job that no other institutions perform or would be able to perform."

I feel that I have spent far too much time discussing my institution and the minority college in general without getting to the main thrust of my remarks, that deal with academic library service to disadvantaged students like those at Medgar Evers.

After living in the situation for ten years now, I'm convinced that adequate library service to academically disadvantaged students requires a great deal of patience and fortitude, careful planning, and a concerned and dedicated staff who will walk the extra mile with these students when necessary.

Of course, another key element in successful library service is the close interaction and collaboration between the faculty and the library staff, an inherently problematic area. At Medgar Evers, we have attempted to reach out to our students with library instruction in sessions both on the group and individual levels that are followed up with an evluation instrument that tests the concepts and skills taught in the preceding sessions. Also, in the planning stages are sessions that utilize the audiovisual approach to bibliographic instruction.

Ultimately, though, it is the one-on-one approach that seems to be most effective in dealing with our kinds of students.

Another important element is having a collection of print and non-print resources that are relevant to the special needs of these students. The utilization of non-print resources, initially, will, in all probability, lead to the increased circulation of print materials. Here again, the stimulation of interest and the conviction of faculty that the library can enhance and expand the concepts taught in the classroom is most crucial.

Of course, good publicity and marketing techniques on the part of the library staff are equally important.

Finally, what does the future hold for academic library service in minority colleges? At the current time, the situation looks bleak. Budgets and staffs are shrinking. Federal and state support is dwindling. And, naturally, academic support services are the first units in the college to bear the brunt of the fiscal crunch.

Is it, indeed, possible to offer quality service in a period of financial stringency? Even cutting out the frills, one reaches a point where, without adequate financial support, collections begin to deteriorate, staff morale drops to a new low, and bureaucratic red tape prevails. We are professionals. But we are not magicians.

In times like these, only strong leadership, both on the part of the library administrator and the Dean to whom he or she reports will salvage the situation.

In the final analysis, it is the tragedy of closing the door and crushing the hopes of minority students, who have the potentiality of becoming tomorrow's leaders that is most heartbreaking of all.

At our college we have a favorite saying that was most popular during the fiscal crunch: "Don't let Medgar Evers be assassinated again." I would modify that statement to read: "Don't kill the dreams and hopes of our minority students, for that would be the final rip-off."

My general recommendation to the Commission would be: if there is some way that colleges like Medgar Evers can get additional financial support, especially for resources, but certainly for programming and other kinds of things, it would be a great help.

MR. JOSEY: Thank you very much. We would ask you questions, but we have three other people before we adjourn. And I hope you've given Ms. Woods-Robinson a copy of your paper? All right, thank you.

The next person is Ms. Cathy Hooker from the Anaheim Public Library. Ms. Hooker is Assistant Director of the Anaheim Public Library, and we're anxious to hear from her.

STATEMENT OF
MS. CATHERINE J. LENIX-HOOKER
ASSISTANT DIRECTOR
ANAHEIM PUBLIC LIBRARY

MS. HOOKER: Prior to my four years at Anaheim, I developed the Black Studies Research Division of the District of Columbia Public Library System.

I am urging the Black librarian and archivist to become dedicated to the mission of preserving, strengthening, and locating funding sources for Afro-American library collections throughout this nation and the world.

In 1970, Walter Schatz compiled the directory wherein were cited some 2108 institutions and 5365 collections housing Black resource materials in university, public, governmental, business, federal, state, and private libraries.[1] Since that time, numerous collections could be added to that compilation.

The social and the economic upheavals of the '60s and the '70s came as shock waves to most Americans. They challenged traditional assumptions right to their roots and generated a whole new set of attitudes about the kind of world we live in. People were not ready for those changes. They didn't know how to deal with them. But now there has been a period of testing, a shake-down interval for adaptation to the rigors of inflation, energy shortage, and unemployment.[2]

While research in the Black studies area has existed for decades, it took students of the '60s to demand the formalization of Black Studies disciplines on U.S. campuses. The establishment of Black Studies was accompanied by incidents of armed students at Cornell University, violence at San Francisco State, and negotiations forced by takeovers of buildings at Harvard, Columbia, and Brown Universities.[3]

In this atmosphere of confusion and haste, Black Studies was born. Alan Colon, professor of Afro-American Studies at Stanford University, estimates that, for whatever reason, approximately 500 Black Studies programs were formed in 1970. Some of these were full-fledged departments and had their own faculty and granted degrees. Some schools simply offered courses, enlisting faculties from various disciplines.[4]

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[1] Walter Schatz, Directory of Afro-American Resources. (New York: Bowker Co. 1970) p. IX.

[2] Austin K. Kiplinger, The Exciting '80's. (Washington, D.C.: Kiplinger Washington Editors, Inc., 1979) p. 3.

[3] Julianne Malveaux, "Black Studies: an assessment" Essence Magazine, (August 1980) p. 78.

[4] Ibid., p. 79.

After its stormy beginnings in the late '60s, Black Studies are becoming as respected and rigorous as any other academic discipline.[5] Of the 64 Black Studies programs that granted degrees in 1971, all but four have survived.[6] In the search for an abundance of historical data, newly formed Black resource collections were bombarded by requests not only from students, but also from the public, researchers, the curious, the skeptics, writers, et cetera.

I recently read that, at the Schomburg Center for Research in Black Culture, that the increase in use has quadrupled in the '70s, as compared to the '60s.

Book stores began featuring work by and about Blacks. The publishing houses and the reprint dealers did a boom-town business in meeting the demand for these materials. Thus the Black consciousness-level of the nation has risen many times over during the past ten years.

Even though this initial explosion seems to have leveled off, the result is that the study of and research in Black Studies has become a legitimate discipline in academia.

In order to maintain this position, the Black resource collections are in dire need of funds for acquisitions, preservation, and information retrieval. The budget cuts that are outlined presently by President Reagan's administration paint a grim picture for many programs that have depended on federal revenue for their existence. As the financial noose around most of the Black collections' neck tightens, more creative means of funding must be obtained.

Gone are the days of seemingly bottomless pots of gold from the state and local governments, such as the Title II-B funding from the Library Services and Construction Act, or the sizeable grants from the National Endowment for the Humanities and the Arts. Librarians responsible for administering Black collections must become effective fundraisers in order to get the kinds of money needed to support their programs' aim.

Charity in America is a $100 billion-a-year industry. More than $100 million is given to charity each day.[7] In order to be successful, these administrators must study the sophisticated techniques and the almost military precision with which charity programs are planned. Foundations channel their appropriations into countless, specialized areas, and Black research and archival collections have been the recipient of these funds — but only on a very small scale.

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[5] Fred M. Hechinger, "Black Studies Come of Age," The Compact New York Times Magazine. (April 1980) p. 60.

[6] Malveaux, op. cit., p. 103.

[7] Carl Bakal, Charity USA. (New York: Time Books, New York, 1979) p. ii.

At a February 1, 1981 meeting in Washington, D.C., Dr. George Grant, a member of the Black Studies Librarianship Discussion Group, proposed that major Black Studies collections engage in networking.[8] Networking the resources to be found in these collections, would have an immeasurable impact in terms of providing the kind of sophisticated information retrieval that could benefit the public as well as reduce the time spent in the duplication of efforts in providing countless services.

But for proposals and ideas to become reality and be sustained on a continual basis, monies must be secured.

In conclusion, I'd like to read a section from the acknowledgements from Alex Haley's monumental book, Roots, that has impacted all Americans. "Nor would this book exist in its fullness without help from the scores of dedicated librarians and archivists in some fifty-seven different repositories of information on three continents. I found that if a librarian or archivist becomes excited with your fervor of research, they can turn into sleuths to aid your quest...Finally, I acknowledge immense debt to the griots of Africa-where today it is rightly said that when a griot dies, it is as if a library has burned to the ground. The griots symbolize how all human ancestry goes back to someplace, and some time, where there was no writing. Then, the memories and mouths of ancient elders was the only way that early histories of mankind got passed along ...for all of us today to know who we are."[9]

I personally feel that the Black resource collections are comparable to the griots. Don't let them die.

Thank you.

MR. JOSEY: Thank you very much, Ms. Hooker. The next person is Dr. Sharad Karkhanis of the Kingsborough Community College, Brooklyn — another Brooklynite.

DR. KARKHANIS: Before I read the statement, I would like to invite the members of the Commission, as well as people in this audience, to attend a reception given in honor of Senator Hayakawa on tomorrow, Sunday, by the Asian-American Librarians' Association. The reception will be between 5:30 and 7:30, and it will be at the San Francisco Hilton, California Room. And you're all invited if you have time.

MR. JOSEY: Thank you.

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[8] Jeff Jackson, ed. Black Studies Librarianship Discussion Group Newsletter, (June 10, 1981), p. 1.

[9] Alex Haley, Roots. (New York: Dell, 1977), passim. pp. 9-10.

STATEMENT OF
DR. SHARAD KARKHANIS
KINGSBOROUGH COMMUNITY COLLEGE
BROOKLYN, N.Y. 11235

DR. KARKHANIS: Mr. Chairman, I welcome the opportunity to appear before the members of the Cultural Minorities Task Force of the NCLIS to express the views of the Asian-American Librarians' Association. APALA is a nationwide organization of librarians dedicated not only to serving the needs of Asian-American librarians, but also concerned with the library and information services that are being provided to members of the Asian-American community.

We are, therefore, especially pleased to come before you and express those views in this matter.

We would also like to take this opportunity to commend the members of the Task Force for providing a forum for discussion on issues concerning the Asian-American community in respect to the library and information service. We are hopeful that appropriate reecommendations will be made and measures will be taken to enhance the level of library service to Asian-Americans.

I would also like to commend Dr. Henry Chang and Suzine Har-Nicolescu for undertaking the Needs Assessment Study of the library services provided to Asian-Americans. I am confident that under the able leaderships of these two dedicated and competent individuals, this pioneering study, undertaken for the first time, will enlighten all of us on the dimensions of strengths and weaknesses of the library service to the Asian-Americans in all parts of the country. I look forward to the completion of this study and its conclusions and recommendations.

Without indulging extensively in the historical perspectives of immigration of Asians to our shores, I would like to stress the fact that in the late '60s and throughout the '70s, a large influx of Asians have come to this land to settle down. While Vietnamese and Cambodian refugees came here to escape the brutalities by their governments, Indians from Uganda came here on a very short notice to spare themselves the pains, the killings and the sufferings at the hands of a brutal dictator. While some came here to pursue the quest for education, others taking advantage of liberal immigration laws, arrived here in pursuit of better life for themselves and their families. They settle in all parts of the country, in big cities and small towns; and they have made and continue to make adjustments in their lives, to work and live in peace, and to contribute, in their small way, to the diversity of this nation's work force and culture.

Let me say that it will be unfair on my part, if I do not mention the kindness and understanding shown by the American people. They have opened their hearts for these poor people from strange countries who had to come onto their doorsteps. Many American communities have welcomed these refugees and helped them adjust to the American life.

While these immigrants are adjusting to the American life, they do crave for the literature, newspapers, magazines, and movies from their own countries in their own languages. This need is particularly intense among the women, children, and senior immigrants. There is a great deal of time at their disposal as some of them are unable to work and suffer from language difficulties. It is in this area that I feel that public as well as college libraries can expand and extend their services to the Asian-Americans.

Although I do understand the funding and acquisitions problems related to foreign materials, a sincere effort, however, must be made to provide the material to the Asian-American community.

I have, therefore, the following recommendations to make:

1) Public and college libraries surrounded by large Asian-American populations should beef up their collections of books, magazines, and newspapers of interest to that Asian community.

2) A national library of Asian materials may be organized, whose sole purpose would be to act as a resource center from which materials can be borrowed on interlibrary loan by libraries throughout the nation.

3) A directory of importers from Asian countries can be compiled to inform librarians of the sources of supply of materials from Asian countries.

4) Efforts should be made to recruit Asian-American librarians with familiarity in languages, culture, and the knowledge of the literature of the country to serve the needs of the Asian-American community.

5) Cultural programs, as well as movies from Asian countries, currently available at very low costs for the use of television can be featured on the regular basis at public and college libraries for the benefit of the Asian communities.

Once again, I want to thank the members of the Task Force for providing me the opportunity to express our views on this subject. I asure you that the officers and members of my organization, APALA, are willing and able to assist the Commission in any way they can in this matter.

Thank you.

MR. JOSEY: Thank you very much. Our next and last speaker is Mr. Fred Goodman, the president of Porta Structures.

STATEMENT OF
FRED E. GOODMAN
PORTA STRUCTURES INDUSTRIES
WASHINGTON, D.C.

MR. GOODMAN: Thank you, ladies and gentlemen, for asking me to be here today. I will preface my remarks by saying that several yeas ago I had the plasure of meeting Dr. Bessie Moore in Arkansas at the White House Conference. And in her keynote address, she said, "What we need today is vision." And I said, "If you've got the "site", I've got the vision."

Porta Structures Industries is a company which manufactures special purpose modular library buildings. Porta Structures Industries manufactures three types of libraries. The Porta-Kiosk, which is a unique 160 sq. ft. street corner library; the Porta-Boutique, which is a 296 sq. ft. mall shopping center model and the Porta-Structure, which is a 1600 sq. ft. branch that seats 32 and holds 14,000 books. We are not in the hamburger stand business and have not converted builldings for the use by libraries. We manufacture buildings which were designed by and with and for libraries specifically.

I'm to speak today on alternative structures for the culturally disadvantaged. And if I may, I'd like to broaden my interpretation of the term, "culturally disadvantaged." Culturally disadvantaged members of our society are normally thought of as Blacks, people for whom English is a second language, people of Spanish descent, Indians, people of Oriental descent.

But after finding that approximately 80 per cent of the American population rarely, if ever, use our libraries, -- it seems to me that 80 per cent of our population is culturally disadvantaged.

However, that interpretation loses its credibility when you consider that most members of our society who do not fit into the traditional definition of "culturally disadvantaged" have access to traditional libraries in their neighborhods, towns, counties, and burgs. They just don't take advantage of the resources available to them.

The culturally disadvantaged, in the traditional sense of the word, are citizens, for the most part, who live in urban areas, beseiged by heavy cuts in capital funds, and are not subject to libraries that are easily accessible to them. The availability -- or maybe I should say the lack thereof of transportation systems, in these large urban areas do not permit easy access to libraries.

If I may at this point, I would like to continue, in the form of a narrative, with the fact that in early 1974, I was called in as a consultant to the District of Columbia Public Libraries. The director then said to me, "I have a problem." I said, "What is your problem?" He said, "Well, it's not really my problem. It's the complete library industry's problem." He said, "We have shrinking capital improvement funds. We have 750,000 people that live in the District of Columbia with only about 60,000 of them holding library cards. We're really not doing a very good job of reaching them. And if we're going to continue our mission of trying to bring good library service to the city, we're going to have to find a new way, using very few available dollars to reach these people."

He said, "I challenge you to find a new way." I said, "I will accept the challenge, but I need a great deal of input. I want to find out whether your problems really are the same as those in other urban areas." And in talking to directors of libraries throughout the United States, I found that, yes, none of them had a lot of money, that, yes most libraries really were not serving the great majority of the culturally disadvantaged in the urban areas, because there may be 13 libraries, there may be nine libraries, there may be 12 libraries in a city, but they certainly weren't libraries that were easy to get to.

And when there were libraries in the neighborhood that were easy to use and easy to get to, they were large, they were austere, and they were frightening. And the great segment of that population was somewhat embarrassed to go into a library because they were concerned that they would look foolish, because it had been a while since they had used their card catalogs and that the old image of the little old lady with the bun on the back of her head, which looms heavily over every one of us in the industry, was keeping them out of the libraries.

So as we began to talk to these urban directors and found what their needs were, we began to use the criteria to design buildings which were bright, exciting, small, friendly, and which would provide easy access not just to the books but to the librarian, so that when the door opened up to a Porta-kiosk sitting on a street corner in front of a bus stop, possibly in front of a shopping center where the community congregated, and the librarian was a member of the community who lived within blocks, that they could ask what time the bus went by, what time the subways came by; they could ask about the drug abuse clinics, the abortion clincs, medical doctors because they have problems, how to find jobs for the hardcore unemployed. And they didn't have to rely on the card catalog to show them where that information was.

We had two major concerns in developing libraries to reach these people. One was, of course, how the building was designed. And I've already talked about that a little bit. They had to be colorful; they should be open and inviting; the books should be easily seen and easily found on the shelves. We needed to offer information in those libraries that were tailored strictly for the particular neighborhoods.

The second concern was location. One of the most important factors for sucess is that we have to find proper places to put small, informational, Porta-kiosk libraries. And we began to find that places where people congregated were the best sources of locations: recreation parks, street corners, shopping centers. All were places that would give us high, maximum visibility. Property adjacent to schools. All municipal ground, if possible, so that we would not have to spend a lot of money for land acquisition.

There were two major objectives. One was to attract new users into the Porta-kiosks and the Porta Structures. And of course, once we had them there, we wanted to slowly but gently indoctrinate them into the many other services available at branch libraries. And the second objective is to create greater popularity for the public libraries in general, causing increased support and respect which should generate increased political support.

Libraries need to be where people are. They need to fill initial needs for information in quick, pleasant, exciting, and happy ways. They should be bright. They should have a personality of their own, created by the neighborhoods where they exist.

And I think that if you will take into consideration the fact that large, austere, governmental libraries with thousands of volumes really do not offer the kind of inviting atmosphere I'm talking about, you will come to the conclusion that we can better serve the culturally disadvantaged individuals by making libraries happy places and by putting them close to where they live, close to where they feel comfortable.

Thank you.

MR. JOSEY: Thank you very much, Mr. Goodman. I would like to thank all of you for your very provocative comments and suggestions. And I regret very much that time did not allow for more dialogue. However, I wish to assure you that the Task Force and the Commission will seriously study and consider all of your thoughts and your suggestions made this afternoon.

Thank you for coming. It's now 4:15. We should have been out of this room 15 minutes ago. But thank you very, very much.

(Whereupon the hearing adjourned at 4:15 P.M., to reconvene Monday, June 29, 1981.)

NATIONAL COMMISSION
ON LIBRARIES AND INFORMATION SCIENCE

CULTURAL MINORITIES TASK FORCE HEARINGS

SESSION 2

Monday, June 29, 1981
8:00 - 10:00 P.M.

American Library Association Annual Conference
Embarcadero Hyatt
Embarcadero Room C
San Francisco, California

CULTURAL MINORITIES TASK FORCE HEARINGS

Monday, June 29, 1981

COMMISSIONERS PRESENT:

- Mr. Charles Benton, Chairman, NCLIS
- Dr. Toni Carbo Bearman, Executive Director, NCLIS
- Ms. Frances Naftalin

TASK FORCE MEMBERS PRESENT:

- Dr. E. J. Josey, Chairman
- Dr. Henry Chang
- Dr. Jean Blackwell Hutson
- Ms. Julia Li Wu
- Ms. Elizabeth Smith
- Ms. Virginia H. Mathews
- Mr. David Cohen
- Mr. Thomas Phelps

PROCEEDINGS

MR. JOSEY: My name is E. J. Josey. I'm the Chairman of the Task Force on Cultural Minorities of the National Commission on Libraries and Information Science.

I wish to welcome you to the hearings this evening. We feel that these hearings are very important for the development of quality library services for minorities in this country.

And before we start, I would like to say that those of you who have not registered with Mrs. Ruby Woods-Robinson and given her a copy of your testimony, would you please do so.

The next order of business is that we will call upon the Chairman of the Commission, Mr. Charles Benton, to make brief remarks.

Mr. Benton?

MR. BENTON: I will make far briefer remarks than I made last time.

MR. JOSEY: Mr. Chairman.

MR. BENTON: Well, we are here really to finish the unfinished business, both of your Task Force and the White House Conference. I think it's most appropriate that we are having these hearings in California, because it was the California delegation that, I think, left with some sense of frustration at the end of the White House Conference, in feeling that its resolution, or some of its resolutions, especially dealing with Hispanic concerns and other cultural minority interests, were not dealt with perhaps as fully as they might have been.

So it is in a real sense, finishing the business of the White House Conference, and picking up on Theme 1 of the Conference, library and information services -- meeting personal needs. This goes across the entire spectrum -- lifelong learning, all of the concerns of the White House Conference involving user needs that this Task Force is now addressing.

I am really looking forward to participating and listening to the testimony, which I was unable to do on Saturday, because your first hearing was in direct conflict with the hearing on legislation. Of course, as those present are aware, or will become aware very shortly, we do have an opportunity to extend our ideas and testimony before Congress in the oversight hearings for the reauthorization of the Library Services and Construction Act which begin in September.

So the work of your Task Force, E.J., will have direct application to the hearings of Paul Simon's Subcommittee on Postsecondary Education, as he gathers information and tries to build some new ideas for even more relevant service of LSCA.

So this is both finishing up unfinished business of the White House Conference and also helping to build a record for input into the Congressional hearings where your report, which should be out sometime next year -- hopefully by next summer at the latest -- should provide input into the Congressional hearings process in the reauthorization of LSCA in 1982.

One final note -- I was able to attend the Twenty-Fifth Anniversary celebration, and hopefully springboard for next era, next generation of LSCA this evening between 4:30 and 5:30. Mr. Glazer of West Virginia, in his usual manner, gave an absolutely spectacular public information display with his multi-media nine-projector, sound-slide presentation, which in fact we are going to try and get Congressman Simon to agree to show for Congress to start the proceedings on an upbeat note in mid-September, and then perhaps follow that up with the WHCLIST meetings later that week.

So this is a most important Task Force coming at a most appropriate time as input into these Congressional proceedings on the reauthorization of LSCA. In addition to doing your work for its own sake, which is terribly important, it could have additional impact because of the timing here. I just wanted to remind you of this very important point.

With those comments, let me just say I'm delighted to be here and very much looking forward to the testimony that will be given this evening, and the reactions. Hopefully we'll have a chance, because this is a small group, to have some real interaction between those who testify, and we can have some discussion as well as the straight testimony.

MR. JOSEY: Thank you, Mr. Benton. We will now hear from Dr. Bearman, the Executive Director of NCLIS.

DR. BEARMAN: I'm very pleased to see you all here and to be here this evening. I found Saturday afternoon to be not only informative but very moving in many ways.

I'm here not to talk to you tonight, because I see we're already well behind schedule, and it's very, very important that we get to hear what you have to say. I'm here to listen, and not to talk.

So let me just say, thank you for coming. I have my pen in hand ready to take my own notes in addition to the transcript we'll be getting.

MR. JOSEY: Thank you, Dr. Bearman.

Following the appointment of the 16-member Task Force on Cultural Minorities, the Task Force held its first meeting in Washington in November of 1980. One of the first decisions that was made at that meeting was to obtain your input. We need advice and counsel from those of you who are in the field. So we thought that we would use the American Library Association annual conference as a mechanism for hearings. This is the second hearing we've held during the conference, and we are delighted that you are here, because we know that we will gain the much-needed advice that we are seeking from you.

We hope to produce a final report in June of 1982 with recommendations for improvement in five broad areas: material and resources, personnel, programming, funding and needs.

Subjects that we plan to include in our recommendations in the final report are the following: legislative provisions, equitable distribution of existing funds, cultural awareness programming, cooperation with other service agencies, recruitment of minorities into librarianship, and education of library personnel, including continuing education, collection development, production of multi-media materials by and for minorities, and literacy programs.

And these are very broad topics. These are areas that we are hoping that you will address today.

However, if there are topics that we have not included but you feel very strongly about, we welcome your advice and comments on those topics.

Before we begin our hearings, I shall introduce people at the head table.

We do have, from my left, Mr. Thomas C. Phelps, Assistant Director, Division of Public Programs, The National Endowment for the Humanities;

Professor David Cohen of the Queens College School of Library and Information Science;

Ms. Virginia Mathews, the Vice President of the Shoe String Press;

And next to her we have Dr. Jean Blackwell Hutson, who is Assistant Director of the Research Libraries of the New York Public Library;

And we have Ms. Julia Wu of Los Angeles City School District, and she is also a former Commissioner of the National Commission;

And at my extreme right, Dr. Henry Chang, who is the Territorial Librarian of the U.S. Virgin Islands;

And at the back of the room -- (I now invite her to come and join her colleagues up front) -- Elizabeth Martinez-Smith, who is the County Librarian, Orange County Public Library.

At this time we're going to call on Dr. Annette Lewis Phinazee.

I'll ask you to come to the table, Dr. Phinazee.

STATEMENT OF
ANNETTE LEWIS PHINAZEE
DEAN, SCHOOL OF LIBRARY SCIENCE
NORTH CAROLINA CENTRAL UNIVERSITY

DR. PHINAZEE: My name is Annette L. Phinazee. I am Dean of the School of Library Science at North Carolina Central University in Durham. I am immediate past chairperson of the Standing Committee on Library Education of the American Library Association. And I served as chairperson of the Council of Deans and Directors of the Association of American Library Schools in 1977.

I have also served as Director of the African American Materials Project since 1971.

I appreciate having the opportunity to make my statement, which is addressed to the status and needs for materials and resources and for personnel.

Conditions that I described when I testified before the National Commission on Library and Information Sciences during the Southeast Regional Hearing in Atlanta on March 7th, 1973 and before the Joint Oversight Hearing on Federal Library Programs of the Subcommittee on Elementary, Secondary and Vocational Education, and the Subcommittee on Postsecondary Education of the House of Representatives in Washington on April 7th, 1981, have not changed very much.

In fact, economic conditions and the national mood have made some situations worse. The economic situation has adversely affected the production and acquisition of materials and recent figures from the American Library Association indicate that the number of Black librarians is lower than it was in 1974-'75.

Progress has been made towards recording and preserving works in the major Black collections, such as those at the Schomburg Center, at Howard, Fisk, and Atlanta Universities, and at Tuskegee Institute.

Other institutions such as Yale University and the University of Massachusetts have acquired major holdings and/or made them available in recent years. These achievements have been accomplished to a great extent because of grants from the National Endowment for the Humanities and from the Ford Foundation.

On the other hand, African American materials are still lacking in certain subject areas and unavailable in others. The number of writers of original works continues to be small, and dissemination of their products is limited by publishers and by selectors. Library budget constraints are greater in 1981 than they were in 1973.

The problem of implementing a comprehensive system for the bibliographic control of Black materials still exists. Title II-B funding for a six-state African American Materials Project was discontinued before all known repositories had been explored. Implementation funds were never acquired for a national plan that was developed with a Title II-B grant to Florida A and M University. I do not know of any comprehensive national bibliographic system that has an effective sub-system for African American materials. NCLIS should take the initiative in implementing long-term plans with other federal agencies and with the private sector to provide the funds needed to complete and to continue this work.

In addition to inadequate physical access to these ethnic materials, there is the possibility that Black people, with their large proportion of economically disadvantaged persons, will be denied services because of fees charged for other data base services.

Some of you may have seen the morning paper report of lack of access due to the fact that librarians have been taken out of so many of the libraries. Even the little children are not having the guidance that they need because of lack of funds right here in this county. NCLIS should monitor this situation carefully to be sure that the basic rights of equal access to information are preserved.

NCLIS should also recognize the relationship of outreach and children's services to making information accessible. Both of these are important access points for Black Americans because of conditions in their homes and because of their educational disadvantages. Most of services were initiated by LSCA and ESEA funds. Local authorities should be urged to put such services into their regular budgets.

The Early Childhood Library Specialist Program at North Carolina Central University has pioneered in studying services to preschool children and their parents. I can attest to the immediate and long-term benefits that such programs provide to minority persons who lack the skills and who do not have adequate learning materials in their homes.

Public and school librarians need support to get the funds needed to continue these programs. History shows that block grants will not provide an equal share for libraries. If Congress adopts this procedure, then NCLIS should help to develop effective local strategies.

As a library educator, I continue to be concerned about the very small number of minority persons who are librarians. Black librarians constitute the largest minority group, but they still constitute only 5.8 percent of the librarians in the United States. This number has decreased since 1974-'75, although employment requests continue to be received. In my small school, over 1,500 job notices have been received during the past two years, but only 38 of our 54 graduates are Black. The U.S. Bureau of Labor Statistics Job Market Analysis predicted that the demand for minority groups and community outreach librarians will be strong through 1985.

NCLIS should spearhead a serious effort to recruit, educate and place minority librarians. Any good librarian may be able to provide satisfactory service, but it is desirable to have a proportionate number of minority librarians to relate to minority citizens and to interpret materials to others.

Title II-B fellowship funds have made a significant contribution toward providing minority librarians to meet national needs. Statistics compiled by Marva DeLoach for her dissertation at the University of Pittsburgh revealed that even the largest universities have relied upon Title II-B funds to provide aid to minority students.

At the North Carolina Central University Library School 95 percent of all of the graduate students must either receive financial aid or work. Many of the students work to supplement fellowships that are less than those provided by Title II-B funds. Vernon Jordan, Executive Director of the National Urban League, has noted that this is a national condition that must receive financial support if minority persons are to be recruited and complete their graduate education.

It would be a mistake for the Congress to relegate the responsibility for providing financial assistance at the graduate level to state or local authorities. In my school in North Carolina, for instance, the state provides funds for white students, but not for Blacks, in order to foster integration. The production of Black librarians might increase if such allocations were dispensed upon a basis of concern for the number of Black graduates who are produced, rather than the number of students who are enrolled. Another example is the state of Michigan, which has been generous in providing fellowships to Black students, but which now needs federal aid itself for its own survival.

The records show that a significant number of the library profession's current non-Black, as well as Black leaders, had an opportunity to receive their pre-service and advanced education with Title II-B funds. Such funds are also important in the continuing education of practicing librarians who need to be re-educated to take advantage of the new technology and to provide the increasing variety of services being requested in this information age.

History shows that minority persons have not been able to gain equal access to information, and most likely will not be able to do so in the foreseeable future without assistance at the federal level. Please urge NCLIS to advocate an effective bibliographic system for African American Materials and continued support of Title II-B.

MR. JOSEY: Thank you very much, Dr. Phinazee.

Since time is of essence, I would like to ask the members of the Task Force and the Commission if they would just limit themselves to one question.

Now, I wonder if anybody has a question for Dr. Phinazee?

Well, there are no questions. Evidently you were very clear in your articulation of needs.

MR. COHEN: Annette, just one thing: On that sentence on page 3 down on the bottom, I don't follow your statistics. It says "In my small school, over 1,500 jobs have been received during the past two years, but only 38 of 54 are Black." I don't know what you mean.

DR. PHINAZEE: I had 54 graduates from my school in two years.

MR. COHEN: Yes.

DR. PHINAZEE: And 38 of those 54 were Black.

MR. COHEN: I see.

DR. PHINAZEE: I have some other students, white and other students.

MR. COHEN: Yes. I see.

DR. PHINAZEE: Even in my school.

MR. JOSEY: Thank you very much.

The second speaker is Mr. William W. Wan of the Texas Woman's University.

STATEMENT OF
WILLIAM WAN
TEXAS WOMAN'S UNIVERSITY

MR. WAN: My name is William Wan. I'm a practicing librarian. I'm coordinator of acquisitions at the Texas Woman's University in Denton, Texas. I'm also president of the Southwest Chapter of the Chinese-American Librarian's Association and Secretary to the Chinese-American Librarian's Association.

Thank you, Mr. President, and the panel, for giving me this opportunity to speak something on behalf of the Asian-American minority students in colleges and universities in the state of Texas, as well as others in this country.

The number of Asian Americans in Texas is not very significant. It is the minority of the minorities. In the 1970 census it showed a total of some 16,000 Chinese and Japanese Texans among 11 million Texans. It is not even quite half of one percent of the total population; whereas the Blacks compose some twelve-and-a-half percent, and the Mexican Americans compose around 20 percent of the total population.

With the increase of immigration in recent years, the 1980 census should be showing a larger percentage increase and greater weight of Asian Americans in the total population in Texas.

Although the Asian Americans do not bear a very heavy weight in the population figures in general, the Asian Americans are very visible on college campuses in Texas as well as in other states. The Coordinating Board of Texas College and University System reported a total of some 5,000 Asian students -- not including aliens, I have to emphasize here -- in fiscal year 1980.[1]

The total student population in Texas public senior and junior colleges registered a total of more than half a million students. The Asian group thus comprised some one percent of the student population.

As is generally known, the Asian American groups are recent immigrants -- not many of them are second or third-generation Americans.

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[1] Statistical Supplement of the Annual Report of the Coordinating Board, Texas College and University System for Fiscal Year 1980. p. 15.

There is a definite need for ethnic material to satisfy their cultural and emotional needs. We cannot deny this group of some 5,000 students in the state of Texas adequate special library services.

No survey has been made as to the exact needs of these students.[2] However, from information gathered at various institutions by me, we can see a dire need for cultural materials by the Asian American students. Most campuses have student-run so-called libraries with a collection of scores to several hundred copies of books and some subscriptions to Asian American newspapers and magazines. All of them are recreation type reading materials in Asian languages. Funding of these so-called libraries is by the students themselves. They seldom receive any support from the university or from the libraries.

Sometimes they arrange to have film shows on ethnic materials by renting from commercial sources or foreign embassies.

The general attitude of the administration in colleges and universities on most campuses is that these Asian Americans are "foreign" students -- I have to emphasize the word "foreign" -- thus absolving the libraries from the resonsibility to take care of this group of Asian Americans.

A good case in point is the Asian collection at the University of Houston Main Campus where the Chinese Students' Club donated some 600 titles of ethnic materials to the library some three years ago. The authority of the library was gracious enough to accept the donation and incorporate it into the collection and even employed a half-time person to catalog and organize the materials.

However, because of financial restraints or some other reasons it is no longer possible for them to specially maintain this collection and keep it up to date.

Now, compared with Asian minorities, the Blacks have been more vocal in making their special needs known to the authority. For example, the University of Texas at Arlington Library set up a Minorities Cultures Collection after strong representation from the student body -- the Black student body -- at the campus some years ago.

This is an exception, rather than the rule, of university authority to respond to the needs of the minority students.

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[2] Articles on needs of library services for Asian American in general have appeared in various issues of the Journal of Library and Information Science

Collections of Asian materials do exist on various campuses where there are programs on Asian studies. The largest in Texas is the one on the campus of the University of Texas at Austin. It has some 12,000 volumes of Chinese, 30,000 volumes of Japanese, 27,000 volumes of Hindi, Sanskrit, and other related materials, and 50,000 volumes of South Asian language materials. It was established in 1950's and is based on two department library collections.

The purpose of this collection, as stated in the policy of that library is "to support teaching and research through the doctoral level for East and South Asian studies and to provide information to the general public."[3]

Basically the academic program and research interests dictate and guide the growth of this collection on the university campus, which may not be in conformity of the interests and needs of Asian American students on that campus.

Now, even an established collection like that one on the UT campus also suffers from a lack of adequate funding. In the area of Chinese material the librarian reported that -- I quote: "To make up for the tight budget the collection has established book exchange programs with the National Library of Peking and the National Palace Museum of Taiwan."[4]

The danger of depending on the so-called "exchange program" to acquire ethnic materials is that the library has no control over whatever it receives. Most libraries in this country do receive propaganda material from Asian and other Arab governments and agencies as exchanges. The more familiar ones like "Free China," "Central Daily News," "Look Japan," "Asharg-al-awsat" are freely distributed on a so-called "exchange basis." These materials are generally the only source of current information available in libraries for Asian American patrons if these materials are ever to be put on the library shelves at all. Important Asian American publications like "Amerasia," "East-West," "Hsintu," are often not obtainable in Texas libraries and in most of the libraries in this country.

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[3] Kevin Lin, Asian Collection, speech delivered at the annual meeting of Southwest Chapter, Chinese American Librarians Association in Dallas, TX, April 18, 1980.

[4] Ibid

The Texas Council of University Librarians reported some 646 professional librarians in 47 public and private colleges and universities in 1978 and '79. And there are 727 professional librarians in public libraries in Texas, making a total of some 1,373 profesional librarians.[5],[6]

According to a survey conducted by me in 1979, there are some 34 Chinese American librarians working in Texas, composing 2.4 percent of the Texas librarians, which commands a considerably higher percentage compared to the composition of the total population. The Chinese librarians are mostly employed in academic institutions with lower or middle management level jobs.

The number of Asian American professionals alone seems to be adequate in serving the number of Asian American minorities. We have 2.4 percent Asian Americans among the professionals, but they haven't been able to make any impact on the collection development or the direction of the collection to serve the needs of Asian American students.

So the crux of the problem, then, Mr. Chairman, is for the librarians who are in the power or in the decision-making position to be aware of the situation of insufficient resources for Asian Americans and finding solutions to address it.

I submit to the Commission the following suggestions to solve the problems discussed above:

(1) A study should be made to determine the exact needs of Asian American students on college and university campuses in the United States. The study should be made by the Commission or through its appointed agent.

(2) Recommendation should be made by the Commission to earmark federal funds for the establishment of a core collection of minority materials on campuses with such needs. Annually, the federal government is providing funds through various legislation to libraries to purchase material. For example, Title II-A of the Higher Education Act of 1965 provided funds for this purpose, but without specifying the kind of material to be purchased. It should be deemed appropriate for the Commission to recommend legislation to allocate such funding to be used for the purchase of ethnic materials for the benefit of minority students, in proportion at least to the number of these students enrolled on such campuses.

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[5] Texas Academic Library Statistics, 1978-79.

[6] Texas Public Library Statistics for 1979.

It's about time that we are to face this problem of insufficient library resources for minority students in higher education. The minority students themselves and foreign government agencies should not be the ones to provide for this special library service to our Asian American students.

MR. JOSEY: Thank you very much, Mr. Wan.

I wonder if the panel has one question for Mr. Wan. I'm limiting it to just one question.

DR. CHANG: Mr. Chairman?

MR. JOSEY: Yes.

DR. CHANG: In the interest of time -- and I promise it will be a very brief comment -- I do share very much the concern expressed by Mr. Wan that there is a need to have a needs assessment study for the Asian American. It's right that no needs assessment study has ever been done in this country for the Asian American.

So in view of that, the national body, the National Commission should be very much concerned in that. So I'd like to go on the record here to appreciate the support from our Chairman, Mr. Benton, and Executive Director Bearman, because that support -- we are doing a needs assessment study for Asian Americans. But unfortunately, due to the limited scope of the study, it is only confined to the public library system and librarians. We hope in the future we will be able to include the academic library system.

I also would like to take the opportunity to thank you for the support of the -- obviously from the Task Force and the wonderful NCLIS staff, particularly Ruby. She's sitting there. She's the one -- yes -- that gets all the things going. So I'd just like to let you know that the Commission is very much concerned with the needs of the Asian American users.

We hope the study will be completed sometime this fall. At that time I'll make sure a copy of the report will be sent to you. Thank you.

MR. JOSEY: Thank you, Dr. Chang, and Mr. Wan.

In deference to the Chairman, we would like to have him ask a question or comment.

MR. BENTON: I just wanted to make just one very brief comment and then ask a question.

I — in fact, right after the White House Conference -- went on a tour of the branch libraries in Chicago. As you perhaps remember, Peggy Sullivan until very recently was the head of the branch public libraries of Chicago.

And I remember especially visiting one of the branch libraries in Chinatown and seeing some of the elderly Chinese patrons of that branch library who did not speak any English, reading the Chinese newspapers and other periodicals and materials. And it really seemed to me that that was the community library serving at its most basic, because otherwise these people were really cut off from the outside world, and this was really performing a fundamental service, which if they did not have those materials in that branch library, it would be very difficult. I mean they would be lacking the connection with the rest of the world.

So I was very impressed with that particular service of the branch library in Chinatown. And that sticks in my mind as being very basic.

Now, the question I have for you is this: I don't know whether this is still going on, but for many months approximately 15,000 immigrants from Southeast Asia and Vietnam in particular were coming into this country. Many of these immigrants, I'm sure, did not speak English.

That means we've had several hundred thousand immigrants from Southeast Asia and Vietnam in particular, and I'm just wondering what attention is being given to, or how are the needs of these new arrivals from Southeast Asia being met through the libraries? What thoughts do you have about this that we might address? Because this again is a very basic problem that I don't think is being given much attention.

MR. WAN: Yes. It's generally been estimated there's about 60,000 Southeast Asian refugees in the state of Texas, mostly concentrated in the coastal area around Houston and in Dallas.

MR. BENTON: Yes. The struggle with the shrimps and the fishing and so on.

MR. WAN: And they are real desperate as to even dare to meet the challenge of the Ku Klux Klan, even in direct confrontation with them, because they have to make a living. They are not afraid of the Ku Klux Klan or those who come in their way, because they're in a free enterprise system and they want to, you know, to prove themselves to be good Americans.

MR. BENTON: Right.

MR. WAN: And their needs in general I don't believe have been well taken care of as far as libraries are concerned. On many of the campuses there are Vietnamese refugees or recent immigrants. They are trying to get a degree or get some education in order to go ahead in a free society.

And they are, as I said, generally regarded as foreign students. They are no longer foreign, unless America is prepared to deport them some day and send them back to Vietnam. And they are here. They are part of us. And we have to do something for them. And that's why there's a need.

Now, the public libraries -- they have something. But their attention has been mostly to Mexican Americans because Texas has a large population of Mexican Americans. And they are going in the right direction. But there's still a need to help these Asian Americans. And many of them are ethnic Chinese, so they do read the Chinese language.

Recently in the city of Houston they have started three Chinese language papers. And two of them are published by recent Vietnamese immigrants. So there is a dire need for language materials. And how are we going to meet their needs as librarians? That's the question I'd like to pose to everyone here. Thank you.

MR. JOSEY: Thank you.

Okay. We will defer to Ms. Wu. And this is the last question, because of time.

MS. WU: Mr. Benton's question reminds me that I was going to ask you if there is any leadership that comes from the Texas State Library Agency which would help to provide the services and serve the needs of these new immigrants?

MR. WAN: Not that I'm aware of, that they have any specific program directed to them. They may have something being planned which I am not aware of.

MS. WU: Because under the new Refugee Act, there's a lot of money, a big appropriation to assist the Indochinese refugee, as well as the refugee from other countries.

MR. WAN: Yes. I can investigate. I'll look into that and see what the situation is.

MR. JOSEY: All right. Thank you very much.

And our next speaker is Ms. Cynthia Jenkins from the Queensborough Public Library, Queens County, New York.

STATEMENT OF
CYNTHIA JENKINS
QUEENSBOROUGH PUBLIC LIBRARY, NEW YORK

MS. JENKINS: My name is Cynthia Jenkins. And I am the branch librarian of the Rochdale Branch Library of the Queensborough Public Library system. I am one of the founders of the New York Black Librarians' Caucus, and I am a recently elected member of the Council of the American Library Association.

Mr. Chairman, I am delighted to have this opportunity to appear before the National Commission on Libraries and Information Science Task Force on Cultural Minorities. As a branch librarian in one of the largest cities in America, I would like to say that the inner city, whether it is New York City, Chicago, Los Angeles, Baltimore, or yes, even here in San Francisco, the Black urban poor find themselves daily surrounded by educational, political and social insitutions that have very little, if any, relevance to their problems, their needs and their lifestyles.

To the inner city resident, the library has just been one more institution whose purpose and rationale is both meaningless and unknown and whose services as a consequence have been directed to a very well-educated book-oriented, middle-class and upper-class elite. The library information imbalance which exists in the ghetto is perhaps more evident than the one which exists in the larger culture for Black people.

But both are nevertheless jarring examples of professional negligence and white indifference.

Of course, since the late 1960's and the early 1970's some large urban library systems have begun to respond to the needs of the Black urban poor. However, this response has come about primarily because of one thing: federal funds. You and I know that Reaganomics is now cutting off federal funds. And with this cut-off of federal funds, you and I know that the large library systems and the large library urban institutions will cut off library and information services to the Black urban poor.

My desire to appear before you this evening is to ask you, as the National Comission on Libraries and Information Science in this country to make it clear to libraries all across the country that when the federal funds go, that library and information services in the ghetto must not go; because poor people seem to have very little political power to influence the needed change in their communities, it appears as though library institutions, like other institutions in our society, will wish to treat these people differently or ignore them altogether.

I would like to remind the Commission that it has a solemn duty to put forth a message to the libraries of this country in your report that is due in June of 1982. And that is to remind the library administrators in the inner cities that their urban populations are becoming increasingly Black, and that they must begin to respond to these populations in the urban centers, for it is this new population that is increasingly taking over the city that will be the population to support the large urban libraries in our cities in the future, or there will be no support for urban libraries.

As a Democratic leader in Queens county, I am personally familiar with the political process. And I know that the Commission has outstanding, sophisticated people who are also knowledgeable about the political process. And you know that unless the people that are living in a jurisdiction do not support an institution that is mainly supported on tax dollars, and unless the people who live in a jurisdiction are not served by that institution that is mainly supported by tax dollars, then you and I know that this institution will die.

We must not let the public library die in the urban centers of America. The public library is needed more than ever to bring information, not only to those who are informationally deprived or the information-poor, but also to bring information to those who are informationally advantaged, and the information-rich for this is important to a democratic society, for a well-informed society will ensure a continued democratic society.

The outreach services that began in the 60's that are unfortunately still experiments in the 1980's should now become part and parcel of the ongoing library information services of public library systems in this country. While we welcome the federal aid that initiated these programs in the '60's and continue them until this day, we must begin to be certain that these programs are part of the ongoing programs of library services, so that when federal funds are cut off these programs are not eliminated.

Black people have been deprived of information in their communities for too long. Lack of information cannot help but contribute to feelings of powerlessness, and certainly does nothing to prevent the growing use of violence as a logical and ready response.

I am certain that the members of the Commission's Cultural Minority Task Force, the members of the Commission, and the members of the American Library Association do not want to see any more use of violence in our country, for too much violence has spawned the resurgence of the Ku Klux Klan and other violent groups that will create another holocaust.

We welcome the community information referral program that was started by Clara Jones and others across the country., for the community information programs provided survival information for those in the inner cities.

In some communities, the community information referral programs will fold up because of the cut-off of federal funds. Therefore, we must be certain that their survival information, which is so important to Black and poor communities in our nation, should not be eliminated.

Therefore, once again I call upon you to be certain that the message is made loud and clear to those who administer and control our public libraries that this should not happen.

I am also concerned about the selling of information in libraries. Of course, this is known as computerized reference services in some quarters. And for those who do not have the money to pay for computerized literature searches, they are doomed to continue to be information-poor.

We must provide a mechanism for these people to have access to computerized information, just as we make a way for the poor and disinherited to have access to the public schools and public education here in America. I equate free public library service with free public education. Both are essential. And I call upon the National Commission's Task Force and the Commission itself to be certain that the public library remain a free public educational agency for all the people of our country.

I would like to thank you for giving me this opportunity to appear before you. I would like to also thank the National Commission on Libraries and Information Science for appointing the Task Force on Cultural Minorities; for in many years that the Commission has been established, it has been my opinion that the Commission has been more concerned about networks than concerned about people -- than concerned about information to people.

The appointment of the Task Force and these hearings, to me, serve as a first step to eliminating the imbalance that the Commission has had in terms of focusing almost exclusively on networks and not being concerned about people.

I look forward to reading the Task Force on Cultural Minorities' report after it has been produced in June of 1982.

Once again, I thank you.

MR. JOSEY: Thank you, Ms. Jenkins.

One question of Ms. Jenkins?

I think you've been very clear and articulate.

MR. BENTON: Mr. Chairman, just one quick comment, not a question.

MR. JOSEY: Just a comment. One comment.

MR. BENTON: I am delighted that you're enthusiastic about Clara Jones' program in Detroit. As you, I'm sure are aware, she is a member of our Commission, and in no small part because of that, we have established a Community Information Referral Task Force, which you're probably aware of, in addition to this one. That Task Force is in full swing and trying to define and pioneer the articulation of the best experience in community information referral outreach, so that that is another dimension of our Commission, one of our four major task forces, of which this is one; and the Community Information Referral Task Force is another.

So that carries on further your points about service to people, as opposed to -- or in contrast with the previous emphases.

MR. JOSEY: All right. Thank you very much. Our next speaker is Mr. Richard Chabran, the librarian of the Chicano Studies Research Center, University of California. Mr. Richard Chabran?

I guess he hasn't arrived yet, so we now move to Mr. William Miles, the Assistant Deputy -- oh, I'm sorry I overlooked Mr. Ayala.

We'll have Mr. John L. Ayala, Asssistant Professor and librarian of the Learning Resources Division in Long Beach City College. I'm sorry, John.

STATEMENT OF
JOHN AYALA
LONG BEACH CITY COLLEGE

MR. AYALA: Thank you, E.J.

My name is John Ayala. I'm Assistant Professor, Long Beach City College. I'm in charge of the Pacific Coast Campus Library of Long Beach City College. I've been a professor-librarian there for ten years.

My campus is an inner city campus. The major minority groups of that inner city campus are the Hispanics, Blacks and Asians. So I have quite a broad background in serving those groups.

I'd like to thank the Cultural Minority Task Force for asking me to make comments here tonight. I think what I have to say is a very simple comment, or very simple comments.

My background specifically, when it comes to serving the Hispanics, is that I have been a member of the Advisory Board for Library Science for the California State University at Fullerton for the Mexican American Library Science Program; I was chairman of the committee to recruit Mexican American librarians; vice-chairman of the Chicano Task Force of the American Library Association; and I'm a past president of Reforma. That's the national association of Spanish speaking librarians. And I'm also a founding member of Reforma. My name is on the incorporation papers.

I've also been a member of various California Library Association committees and the Council, and also a member of various committees and advisory boards for the American Library Association. So I just wanted to establish my credentials so you'll know where I'm coming from.

I also have a second master's degree in public administration. So I have some background in what I'm going to speak about.

I think you're all aware of the great explosion of Hispanic population across the country, and that's not just the Mexican Americans in the southwest, but also the Cubans in the southeast and the Puerto Ricans also in the southeast and the northeast, and throughout the midwest the great mix of Latin population.

The Census itself has said that we now comprise officially some 15 million Hispanics throughout the nation. And that's without counting the 3 million Puerto Ricans in the commonwealth of Puerto Rico which is also part of the United States right now. So that brings it up to about 18 million.

And then when you get down to the illegal population of Latinos -- not only Mexican Americans, but also people from Central America and South America here illegally -- they are estimated to be some 2 million.

So you have officially 15 million of us, and unofficially, somewhere around 20 million of us. So whatever you want to take, it's fine with me. But you have to service those 20 million people somewhere along the line.

As of now we comprise about one percent of the library population when it comes to librarians. That's in the Hispanic population. We have had several programs to address that need, the several programs being the Mexican American Library Science Program at Cal State, Fullerton where I was an advisor and also a professor in the program; and also the GLISA Program; that's a graduate library program at Arizona where Dr. Trejo, Dr. Arnulfo Trejo was the director of that program.

Now, those two programs between them turned out somewhere around 100 librarians. But as you know, federal funding has been terminated in that area. So we're no longer turning those out. We're turning out, here and there, a few Hispanic librarians under fellowships and scholarships, but not -- nothing to the degree that was done before.

I think the need is there, especially when you take a look again at our population. We have to turn out more Hispanic librarians. We need people who are cognizant of the needs of the Hispanics, who were born and brought up in this country, and who have the background and the language, who are bilingual, who can serve our population; and again, our exploding population.

What I'm recommending that the Commission do, the Task Force do, is that one, they recommend to the Government that programs like GLISA be refunded or re-established and that they carry on with some continuity, that they don't end after one or two or three, or whatever, four years; that these programs continue and that other programs be established in other parts of the country.

The GLISA program served Hispanics. In other words, they brought people from all over the country from different ethnic groups within the Hispanics, they brought people who were Latins from Colombia and who were living in the United States, Latins from Cuba who were living in the United States, and Mexican Americans. It was a mixed program. But the bulk of the members of that program were Mexican Americans, simply because it was established in the southwest.

What I'm saying is that we should have a program like GLISA serving Mexican Americans, and maybe a program in the southeast serving Cubans, and another one in the northeast serving the Puerto Ricans, because those are the major groups, but not to forget our other Latin American brethren. But there has to be some continuity, and there has to be some way of establishing a program that will serve all of us, and not just segments of us.

I think, too, we of Reforma -- and I'm not speaking for Reforma officially - we of Reforma have our commitment, and we're working to get scholarships out of states and other organizations to produce more Hispanic librarians. And I think we have to do our part, too, but we believe that the government, the federal government, which has been such a great help in getting more Hispanic librarians for us, can also do that. And we believe that the Commission has that influence, and we are thankful that the Task Force is willing to listen to that.

I want one other thing. Since I have a master's in public administration, one of the things that I've seen being a professional, is that I rose to a certain level and I stayed there. But now that I've attained my second master's in public administration, I see that I'm starting to move again professionally.

What I see is there has to be some -- besides just producing MLS's, Hispanic MLS's, we have to have some continuing education programs for the Hispanic librarians that specifically meet their needs and specifically meeting the needs of the Hispanic community -- some kind of middle management training that would be on going -- not necessarily another degree program, as I did on my own, but something that would give them a certificate that would say, "These people have studied and are cognizant of middle management techniques and are ready to serve the Hispanic population at this level."

This would give them some recognition and make them more employable and more promotable. It's very simple.

But again, this has to be done, not just in one spot in the country, it has to be done all over the country. And it has to be done so it will serve all the various groups within the Hispanic population, within the Hispanic professional population.

I think those are the bulk of my remarks. Again, I'd like to thank the Commission for listening.

I have one other thing that's close to my heart, because my wife is in information and referral here in the state of California. And I've seen information and referral programs that I think are commendable. But I find that most information and referral programs are geared to the English speaking.

And I live in an area in southern California where the major ethnic groups are Hispanic and Asian, and "Hispanic" meaning that they speak Spanish. And so when they want some information and referral, they aren't able to get it, because the information and referral is not multi-cultural, it's not multi-lingual. I believe it should be. I don't believe in mono-lingual, because it's not a mono-lingual country.

I grew up in an Asian neighborhood. I have an advantage of being able to relate to Asians. And I work very well with them. And I see that the Asians have the same problem as the Hispanics have, especially the Vietnamese; that when they want information, information and referral, they can't get it. There's no way. They have to take somebody with them, or they have to have somebody call for them to get the information on the phone. And there's always something lost in translation.

And so I would like to recommend that the Commission do something about that to make sure or to advise or whatever that these information and referral services be made multi-cultural and multi-lingual, that they service the true population of the country, rather than what it is supposedly thought that the population is.

In other words, most people seem to think that once you're here you should learn to speak English. But a lot of people don't have that opportunity, and many of those people, as in my family, will never speak English, because they live in communities that are only mono-lingual. They live within a Hispanic community where there's only one language spoken. They don't need to go out in the greater world where English is spoken.

And I see that again with the Asian communities, especially where I was brought up and where I'm living now.

Thank you very much.

MR. JOSEY: Thank you, John.

We will have to forego our questions because I have about eleven more people who are scheduled to speak. And in order to get through this -- you know, we're scheduled to get out of this room by 10:00. But I doubt that we can. I'm sorry we cannot engage the speakers in a dialogue, especially if they have been as provocative as John Ayala and the others have been. So we will have to now forego our questions.

I have to ask the forthcoming speakers if they would sort of keep their remarks to no longer than five minutes. And of course, if you would leave your prepared remarks with Ruby Woods-Robinson before you leave.

Our next speaker is Mr. Richard Chabran, if he has arrived.

If not, we'll go on to Mr. William Miles from the Buffalo and Erie County Public Library.

MR. BENTON: Just while he's coming up, the Community Information Referral Task Force is considering the multi-lingual aspect Tony just mentioned, so that there is some focus on this multi-lingual dimension by our Task Force.

STATEMENT OF
WILLIAM MILES
BUFFALO AND ERIE COUNTY PUBLIC LIBRARY

MR. MILES: I'm sorry that I don't have more time, because I do have more than five minutes of conversation. But I'll try to be as brief as possible. But I hope I come within five minutes.

MR. JOSEY: Have a seat, because we are recording.

MR. MILES: Okay. This is really not my style. I hate to sit down. I like to stand up. But I will, for you.

Mr. Chairman and members of the Task Force on Cultural Minorities, my name is Bill Miles, Assistant Deputy Director with the Buffalo and Erie County Public Library. I am pleased and happy to have this opportunity to appear before this illustrious group.

I am quite concerned that we may be reaching a very decisive and destructive time in the lives of all of us. It seems quite clear that a treacherous and destructive theme is being outlined for Blacks and other ethnic minorities in this country by the new leadership. The orchestration has been put together, the conductors are in place, and the orchestra is ready to play; 20 percent cuts to public libraries, 25 percent cuts to school libraries, cuts in LSCA, Title I, cuts in aid to education are already part of that theme.

All of the above surely requires a close and analytical observation by all Black and other ethnic people. It is a treacherous theme, and Black and poor folks who are concerned about their survival need to be quite concerned here. These things will require close observation because they are designed to trade progress for regression, to trade people-oriented programs for machine-readable programs. They are designed to reduce the number of Black and other ethnic minorities entering the profession. They are designed to close down branch libraries and substitute absolutely nothing in their place.

They are designed to create an information-less population. That population that I'm referring to are the ethnic minorities and the urban poor.

A professional obligation is being traded off for high energy and high budgeted automation at the expense of ethnic people and the poor. The struggle to create a society free of racism and prejudice is no longer important. Ethnic and poor are no longer important.

So for the sake of time, I will try to be very concise and very brief. I'm going to try to create some concerns about personnel. After attending the Black Caucus meeting last Saturday evening, one of my big fears was confirmed. The new faces in the audience were not as apparent as I thought they should be. In the past five years, either the new faces are not coming to ALA, or they just aren't in the profession.

I am positive that the profession, the people in the profession, are not making all-out efforts to train, recruit or hold ethnic people in the profession. In other words, the library schools aren't recruiting and training; the public and academic and special libraries, I believe, are very happy with it being that way because they don't have to hire.

When a Black or other ethnic minority retires or moves on, there is no one to replace him or her.

Now, to me this is quite racist and the equal employment opportunity slogan is about as equal as the German mark with the U.S. dollar.

Here's what I recommend: I recommend that the federal and state library agencies get on the ball and do a job on enforcing existing laws of equal employment in public, private and academic libraries; that no library system receiving anything from the federal or state agency can continue receiving such moneys unless a percentage of professional positions are available, actively recruited, and filled by Blacks and other ethnic minorities.

At the present rate of regression, we will be back to a white profession in a decade.

Further, library schools should be stripped of their accreditation if they do not meet some minority recruitment obligations suggested by the ALA Black Caucus or whomsoever there should be to suggest these. Okay.

My other concern has to do with money, materials and resources. When all of us were receiving large LSCA allocations supposedly to create special collections of material -- some of us created those. Some of us did not. Publishers were very happy to produce material.

The mood has changed. So have the publishers. So have the administrations of public, private, and academic libraries, and professional associations. There needs to be laws that will be enforced completely on an academic and state and national level, specifically saying that moneys earmarked for materials must be spent on a percentage basis to reflect minority needs in particular areas.

Publishers should be put on notice that if they can't produce materials to support ethnic obligations, that they will be disqualified from federal or state moneys in other areas.

Minorities cannot let branches be closed and other services be terminated without some approved and some acceptable substitute, such as bookmobiles. They have to be put there for people to use. What is happening is that people are closing down branches, and they are closing these places up because they have low circulation, because they aren't viable.

All of us know that the urban branches have problems because of neglect, that they have not been receiving the proper kinds of allocations to begin with, that when it drops off they close with the excuse that they are not producing. Well, they can't produce if they don't have the money.

The sting is on! And every library adminsitrator from the state level down, from the national level down, from the local level, should be put on notice that when they are closing down facilities for the urban poor, that something is going to be put back there, or they don't receive moneys from state aid and from other sources. This is an absolute necessity, because poor people are being put into one of the most treacherous tricks imaginable.

Now, I'm trying to stay within my time limit, E.J. But there are some other things that need to be said.

Moneys, funding, which is crucial -- there are only two dogs on the pond, money and politics. All of you on this illustrious committee realize that. Correct, David? We all know this.

When we have no money, we can't do anything about bringing new people into the profession, we can't keep up our collections, and we can't meet our total obligations.

I am saying -- and I strongly recommend to you -- that money, any kind of source, should be looked at very clearly, and people should not be able to attract money as they have in the past to do innovative programming and come back like Irving Gaines and say, "Oh, this went down the tube." If they have the audacity to admit this, and they have taken the money for 20 years, there should be some retribution made on the part of that library system.

What I'm saying is that it's high time that minorities, poor folk receive what they pay for without having to always end up getting the axe in the back by some person that says, "I am a liberal (last year) to get the money, and now I am a conservative (this year)."

What I am saying to you, ladies and gentlemen, money is the key to our problem. My concern is perpetuating a good library structure, perpetuating a good library structure with Black and other ethnic minorities participating in it, without the excuse that we don't have the money, therefore we can't recruit, we can't program, we can't provide services, therefore that leaves you out.

It is very simple. It is very conclusive. Everyone in here understands it. We have to be more concerned about people programming and people and professionals to perpetuate this library structure that we are all a part of. If not, I'm sure CBS, NBC, AT and T, the United Press and the Associated Press can do a much better job of telling our people what to do, where to do it, and where to go.

I do not want to use too much time, because I can talk for two more hours. I appreciate the time. But I am quite concerned about us. And I am sure that you understand what I'm saying. And I really do appreciate your time. Thank you very much.

MR. JOSEY: Thank you, Mr. Miles.

I'll now turn to Ms. Miriam Crawford from the Temple University Library.

STATEMENT OF
MIRIAM CRAWFORD
TEMPLE UNIVERSITY

MS. CRAWFORD: Speaking as an individual librarian who is also a member of the Council of the American Library Association, I am pleased to have the opportunity to commend the National Commission for the organization of this Task Force.

I wish to urge the Task Force and NCLIS to concentrate a good portion of their energies on increased support for library service to minority groups.

I have recently been doing research on the numbers of librarians who provide service to minorities and on the number of minority librarians themselves. One of the unfortunate signs of inequality in our system that has been made clear to me in my research is the fact that of the four national minority groups or races recognized in U.S. Census report, only one group is able to find employment in at least the same proportion as their percentage in the total population.

The same pattern of under-representation of minorities exists among librarians. Only Asian Americans have found positions as librarians beyond their percentage in the general population. Black people, persons of Hispanic origin, and particularly Native Americans are not being provided with library service by enough of the minority brothers and sisters who would be most responsive to their needs.

These minorities have not been recruited nor found positions in the library profession in anything close to their proportion in the general population. We do not yet have 1980 census figures available, but in 1970, all of the non-white librarians in the United States comprised only eight percent of all librarians in the country, while non-white library assistants and attendants made up ten percent of that level of employee, indicative of the higher rate of minority hiring at lower levels of employment.

Minority groups then constituted more than 12 percent of the population, by far the largest group being the Black population. By 1977 the Bureau of Labor Statistics says that the percentage of non-white librarians had increased to 9.8 percent. This you will recall is the period during which federal regulations and affirmative action attempts among professional groups were expected to stimulate the hiring of minority employees.

That small increase in the recruitment and hiring of minority librarians is now reported to have leveled off, and may be dropping again as library budgets are curtailed, and the shopworn rule of "last hired, first fired" takes its toll again of recently hired minorities.

Moreover, while we do not yet have exact Census figures for the end of this past decade, many sources tell us that the minority population has increased considerably. It should also be noted that the Bureau of Labor Statistics report of the proportion of non-white librarians does not apply to all kinds of libraries.

For instance, a survey of the membership of the Special Libraries Association in 1979 indicates that probably no more than 5.2 percent of those who work in special libraries come from a minority group.

What all of these figures point to is the need to restore the federal programs that for a few years provided special support for the recruitment and training of librarians from minority groups. While I would not deny the contributions made by a few white librarians to library service to minorities, unless the minority group members also see those of their own group among the professionals attempting to provide library service, many potential patrons will not turn to the library for the varieties of assistance that could be useful to them.

There have been small gains made in the size of the minority librarian population. But to make any substantial impact on library service to the non-white population -- and this is for the most part a population whose information needs are the most compelling, to enable them to raise their standard of living -- then the numbers of minority librarians must be greatly increased.

Without the restoration of federal funds for this purpose, there will be no progress towards that goal.

MR. JOSEY: Thank you very much.

MS. CRAWFORD: I'd like to make just one comment. In presenting this, I don't assume that many of the members of this Task Force and the Commission don't know the facts. But I think it was important to read them into the record.

MR. JOSEY: Thank you again.

Our next speaker is Ms. Judy Yung, the librarian of the Asian Community Library of Oakland.

STATEMENT OF
JUDY YUNG
ASIAN COMMUNITY LIBRARY, OAKLAND PUBLIC LIBRARY

MS. YUNG: Good evening. My name is Judy Yung. I'm the branch librarian of the Asian Branch of the Oakland Public Library System. The Asian Branch Library was started in 1975 with a Federal Library Services and Construction Act grant and has a collection of 30,000 titles in Asian languages. The library also specializes in English materials on Asian and Asian American subjects. Prior to my work at the Asian Library I was the head librarian of the Chinatown Branch Library in San Francisco, and Associate Editor of East-West Chinese American Journal.

I welcome this opportunity to address the Task Force on Cultural Minorities on the library needs of Asian Americans and hope that my input will be of help in the formulation of a federal policy which will better meet those needs. To expedite communication on this matter, I wish to comment on each of the five broad areas as outlined in your news release of March 12th.

Materials and resources: There are approximately two million Asians living in the United States; yet, there are but a handful of public libraries with adequate collections to meet their needs. The first surge of Asian immigrants came in the 1850's with the arrival of the Chinese during the California Gold Rush. They were soon followed by the Japanese, and after World War II, by the Filipinos and Koreans, and of late, the Indochinese. For many of these immigrants, there is a crying need for literature and information in their native languages and for English learning materials, things they should be able to find in their public library, but often do not. For their children and grandchildren born and raised in the United States, there should be library materials on their cultural heritage and on the history and literature of Asians in America, but there often are none. Considering that three-fifths of the world's population speak and read an Asian language, it is appalling to see that most public libraries who have foreign language collections do not carry literature in Asian languages.

Personnel: Ideally, bilingual/bicultural personnel should be available in libraries to serve the Asian clientele, but this is impossible at this point because of the small number of Asians in the public libraries. Most of the Asian librarians can be found in the academic libraries only.

There is, therefore, a need to recruit such needed personnel through affirmative action programs. Libraries, especially those in areas with high concentrations of Asians, should be encouraged, if not required, to conduct workshops that would sensitize their staff to the library needs of Asian Americans and how these needs may be met.

Programs: Foremost of importance in serving the Asian patron is a relevant collection. Other ways include an efficient information and referral service and an active outreach program. Cooperation with Asian community agencies and the media will help to keep a library's information and referal file up-to-date and the library's resources foremost in the mind of the Asian community.

Other programs that I have used in serving the Asian community include bilingual story hours and class visits, tutorial services, book lists, participation in community events, programs of interest to the Asian community in the library, bookmobile stops in the community, an active Friends of the Asian Library, and constant press releases of the library's activities in the media.

Funding and needs: For lack of funds, lack of staff expertise, lack of consciousness or lack of community pressure, public libraries have not been successful in meeting the library needs of Asian Americans.

The Latin American Library and the Asian Branch Library in Oakland were only made possible through the initiation of Oakland Public Library and the financial support of the Federal Government. No other public library could afford to duplicate these two library services, especially in light of today's budget deficits at the local levels. There is, therefore, a need for the Federal Government to encourage such services by providing funding and professional assistance.

I have always felt that libraries, despite all their good intentions, will only begin to serve the Asian patron when the government requires it, or when the government does it for them. By the former, I mean enforceable legislation or laws. By the latter, I mean that the government funds these services or operates an acquisition and processing center that provides the needed materials and resources to all libraries designed to serve the Asian patron.

Here I concluded my comments on how library services to the Asian American community can be improved. If I can be of further assistance, please don't hesitate to let me know. And you are all welcome to come and visit the Asian Branch Library at Ninth and Broadway Streets in Oakland Chinatown.

I'd also like to respond to Mr. Benton's question about Indochinese, services to them in libraries. We do serve many of the Vietnamese, but some Laotians and Cambodians, with not only literature in their own language, which is now readily available from publishers in the United States, but also intensive English as a Second Language materials in terms of books and cassettes that are available also through a number of publishers locally.

And the Department of Education as well as the Center for Applied Linguistics have made available many useful sources and lists and bibliographies for libraries to use. However, I've been unsuccessful in finding any Federal funds to help hire staff to continue buying more materials for this increasing population among the Asians. Thank you.

MR. JOSEY: Thank you very much, Ms. Yung.

Our next speaker is Ms. Rhonda Abrams. Is Ms. Abrams here?

STATEMENT OF
RHONDA ABRAMS
ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH

MS. ABRAMS: Good evening. I'm Rhonda Abrams, the Regional Director of the Anti-Defamation League.

I would first of all like to thank the Library Commission for providing me with this opportunity to speak before you today. I am not speaking today as a librarian or as an expert on literature, neither of which I am, but as a representative of the Anti-Defamation League of B'nai B'rith.

As you may know, the ADL is a 68-year-old human rights organization formed to advance good will and mutual understanding among all Americans, and to combat discrimination against Jews and other religious, racial and ethnic groups.

We've come a long way from the days of "Look, Jane, look" and "Run, Spot, run." That was the generation that had the image of the two-child family, the two-car garage, with the blonde dog, the blonde parents, blonde children and a generally blonde life.

For some years now, authors and publishers have begun to talk about city kids, street kids, Black kids, and that's good--but it is only a beginning. And that is, of course, why we are here today.

This session, I was told its topic is: "How librarians seek ways to address and satisfy the needs of minorities."

Now, I hope I'm not out of place by questioning the very assumption underlying that statement. Is it only to satisfy the needs of the minorities that there should be in our books and other materials positive images about minorities? Is it not the need, whether recognized or not, of the general society that these positive images of minorities be transmitted to younger and older readers?

Multi-cultural, cultural pluralism, cultural mosaic, whatever term you will -- that is what our society is, and that is what our books should reflect. This nation is a composite of people from scores of nations, ethnic, religious and racial groups. We no longer are as we were in those days of "Run, Spot, run." We no longer say "Forget your heritage. Cut yourself off from your roots."

We say instead that all of us will be richer if we all know and rejoice in our separate traditions. And at the same time, let's try to strengthen our common roots and mutual goals.

Looking over the description of the session, I was bothered by something else. What do we mean by "minorities"? Do we mean only Blacks, Chicanos, Native Americans, Hispanics? Does one's socio-economic orientation or color define one as a minority? For the Jew, it is an incredible leap to be placed among the majority. And there are many other white ethnic groups who do not consider themselves, nor are they considered by society, to be among the majority.

Studies have shown that attitudes of white and Third World children towards themselves and towards each other improved after studying racial heritage and culture. Another study found that children who read about Black history were more convinced that Blacks and whites were equal than were those who had not read about Black history. These studies, by the way, were compiled in an article by Patricia Campbell and Jan Wirtenberg.

If this is true for Black children and Black history, then we would assume that the same would hold true for children studying and learning about other groups. It is for this reason that the ADL has a program of developing multi-ethnic materials, such as our newest film strip series. That series is entitled "The American Family," and it consists of 12 film strips about families and their ethnic traditions, including (to name but a few): Polish, Greek, German, Puerto Rican, et cetera. I have given you brochures about that film strip series and about other multi-ethnic kinds of materials that we have available and that are available generally.

We are hoping to build positive feelings for all groups and an understanding of the commonality of the special problems of each group. So it is not that we are all alike, but that there are common things that we share and do, and that regardless of our differences, we are all equally deserving.

One of the things that we at the League have been concerned with are the omissions and commissions regarding how Jews are treated in literature. Our contention, though, has never been that what one should say about Jews or any other group is how terribly marvelous they are, but rather, they should be presented realistically and accurately, rather than in a stereotypical fashion. There are enough positive images to say about each group to make really good books.

Finally, I'd like to finish by addressing the subject of coverage of the Holocaust in text and trade books. While in the past there was a paucity of materials, and of good materials especially, we are pleased to say that in the last five years there has been an outpouring of novels, memoirs, narratives, serious scholarly studies, poetry, literary analysis, art books, et cetera, on or related to the Holocaust. Many are excellent. Some, of course, are poor, inasmuch as they are exploitive of the Holocaust theme. But we certainly trust the discretion of those choosing books to know when a subject is being exploited or being handled maturely and accurately.

In terms of how and what to choose, we are delighted to say that in a month or so our new bibliography of selected and annotated materials will be out. Librarians will find this of enormous help.

I'd like to share with you something that was done in the libraries in West Hartford, Connecticut. During Holocaust Observance time, which usually occurs in April, the librarians created displays in the libraries posting pictures and distributing lists of books on the subject that were available at the library. The librarians also put on special programs, film programs, poster exhibits, and other displays.

They made the library in that sense a center for information about the Holocaust and a way to stimulate reading and thinking about it. I myself, had experience with the public library in San Antonio, Texas, which put on a Holocaust exhibit during the showing of the television show "Holocaust," and I was told by the librarians there that this was perhaps the most visited exhibit in the library's history.

In the meantime, please feel free to use the ADL as a source of information and reference. You can contact me here in San Francisco, or get in touch directly with Judith Muffs in our New York office, who is a specialist in materials, both for the schools and for the libraries.

Please feel free to utilize our resources. Our offices are always ready to help. Thank you very much for your time and attention.

MR. JOSEY: All right. Thank you very much, Ms. Abrams.

Our next speaker is Dr. James Crayton of Pasadena City College.

STATEMENT OF
JAMES CRAYTON
PASADENA CITY COLLEGE

DR. CRAYTON: I would like to share some literature that I brought with the Committee.

Ladies and gentlemen, I am pleased to have this opportunity to speak to you regarding library material needs and resources. For the past 16 years I have been serving as a librarian in practically all areas of librarianship. During the '60's, resources were available to minority communities as never before. I attempted to highlight this development in an article, "A Case For Afro-American Library Collection" published in the "California Librarian," January, 1976. I also emphasized the demise of resources flowing to libraries for Afro-American material after the '60's.

For the '80's, as with other institutions, libraries are facing shortages of resources. This is a fact. What do we do with the limited resources? This, as many individuals have addressed tonight, is the challenge of the '80's.

My concern today is to bring to the panel's attention the need to continue outreach programs and to become partners with other agencies.

Presently I am a supervisor for the Community Skills Center of the Pasadena City College. The Community Skills Center is primarily focused on providing vocational training programs and opportunities for the underemployed and the unemployed adult in a variety of jobs. The emphasis is on short-term skill training programs for entry level positions. We opened in September, 1980.

The Skills Center currently serves over 3,000 students in 21 credit and non-credit training programs, basic skills classes, and a high school diploma program. The Center is a result of a unique trilateral partnership in community development. The facility is provided by the Pasadena Unified District. The City of Pasadena made a $310,000 community development block grant program to the college. And the college is charged with operating the Center.

An examination of the ethnic data shows that the Center population is nearly 85 percent minority, composed of 30 percent Black, 30 percent Hispanic, 25 percent Asian, and 15 percent Caucasian.

Many community college districts have implemented Skills Centers in order to meet the needs of their citizens in the way of training. While these efforts are to be acknowledged and encouraged, typically these centers fail to provide learning experience in the use of libraries and its value to a person in technical and vocational areas. Libraries must not overlook the need to continue outreach programs to citizens who are not able to get to libraries, not just because of physical disabilities, but cultural ones as well.

In addition, librarians should not attempt to go it alone in the '80's. They must, as we have done in Pasadena with the Skills Center, form partnerships. An example can be cited as follows: While we do not have library materials in the Skills Center, we may be able to provide space and maybe some technical assistance. Furthermore, such a partnership formed with the Pasadena Public Library will have a captive audience. Therefore, many of their branches may not be closed.

Schools cannot continue to maintain libraries as we have already heard tonight. Public libraries are having trouble. And a partnership can be and is a solution to our present problem of funding and other library resources.

Time will not permit me to go into details as to how this partnership or trilateral agreement is working for the Pasadena City College. But I would like to say, while the Board of Trustees would like to go it alone in providing training programs for its citizens, they recognize that in the '80's, this is impossible due to shortage of funds and resources.

So in your deliberations, I will ask the panel to not only look at library involvement in just cooperating with other libraries, but forming partnerships with other agencies. In doing so, we will see the importance of remembering the words of John Donne, "No man is an island entirely of himself. Every man is a piece of the continent, a part of the main."

Thank you very much.

MR. JOSEY: Thank you, Dr. Crayton.

Our next speaker is Mr. Thomas Battle of Howard University.

STATEMENT OF
THOMAS BATTLE
HOWARD UNIVERSITY

MR. BATTLE: I'm Thomas Battle of the Moorland-Spingarn Research Center at Howard University.

Intellectual freedom and censorship are important issues that educators, academicians and information handlers must address, and which have a strong bearing upon the concerns and needs of America's cultural minorities. In this period of rampant conservatism and efforts such as those of the "Moral Majority," Eagle Forum and Christian Broadcasting Network to impose censorship in whatever form, it is important to note that America's cultural minorities have long struggled against that censorship which historically has effectively obscured and omitted the herculean contributions of these minorities to the growth and development of this great society.

Perhaps this censorship of omission is considered an exercise in intellectual freedom by its perpetrators. However, it is little more than a reflection of fear or ignorance not to fully acknowledge more than the contributions of those of European descent.

Why this apparent fear and obvious ignorance have existed and continue to exist is an issue beyond reasonable understanding. But it does point out needs that the information disseminators of our land need to address.

While much of the censorship concern today can only be dealt with by changing opinions and the tolerance of ideas not personally acceptable to all, that effective censorship which has resulted in distorted, truncated, or simply inaccurate history can be dealt with by supporting efforts to identify and develop those resources which provide the accurate documentation of our historical experiences.

What we have to do to accomplish this is to assure unequivocally the proper inclusion of the contributions of all Americans in those histories and other forms of media which purport to document the American tradition and the development of this society. In order to ameliorate this and other circumstances which have resulted from neglect of minority needs and concerns, library programs should be developed and existing programs should be continued which relate to cooperative networking, archival development, and the general dissemination of our products of material culture.

Networking is extremely important at this time because of the severe budget restrictions proposed by the current administration, particularly in relation to national art and humanities programming, and which certainly have a significant impact upon similar regional and local program development.

Just as we cannot continue to allow the deterioration of our cities, we also cannot afford the deterioration of our rich cultural heritage which is so graphically exemplified by the diverse and great contributions of this nation's long-dedicated cultural minorities.

Networking will enhance the sharing of resources, expenses and responsibilities, thereby easing the burden for all, without the abandonment or forced neglect of important projects. Such networking would certainly go far in dissolving the large problems associated with the development of archival resources.

Efforts have already been initiated by the Black Caucus of the American Library Association in its Black Materials Network, and by the United Negro College Fund in its identification and development of the rich archival deposits at UNCF institutions. There are many other such projects reflecting the particular contributions and needs of America's other cultural minorities, and there are others still which have preceded these current efforts.

Such archival development is important because it will help to meld the often similar efforts and activities of libraries, research centers, archives, historical societies, museums, and less traditional disseminators of the products of our cultural heritage. Combining these efforts will sharpen their focus and heighten their effectiveness. Neglecting or not supporting them will only serve to deprive all of us of a part of our common legacy.

Therefore, we must not shrink in the face of any demagogic onslaught upon the continued development of still necessary programs to fully incorporate the efforts and contributions of all of us who share this gumbo of cultural diversity called American society. Rather, we must strengthen our resolve and continue to strive for that which benefits us all.

America's cultural minorities must realize that what adversely affects one of us truly, if not always clearly or directly, affects us all. What affects one cultural institution today may affect some other cultural institution tomorrow. Either we stand together to assure that necessary and important programs are developed and supported, or we pursue individual interests with no concern for others, and by hanging separately, hang separately.

It is up to us apparently to lead America into a true realization of its ideal of one nation indivisible, and we can do so only by assuring that a Commission such as this is aware of our needs and commits itself to support our efforts and all efforts toward maintaining and enhancing services, resources and programs, which assure that existing and future funds are committed where they are most needed for the development of the neglected and unsatisfied needs of Native, Asian, Black and Hispanic Americans. Thank you very much.

MR. JOSEY: Thank you, Mr. Battle.

Our next speaker is Mr. Robert Wright, who is the Chairman-elect of the Black Caucus of the American Library Association.

STATEMENT OF
ROBERT WRIGHT
BLACK CAUCUS, AMERICAN LIBRARY ASSOCIATION

MR. WRIGHT: Thank you. My name is Robert Wright. And I am Chairman-elect of the Black Caucus of the American Library Association. I'm reporting for Doreitha R. Madden, Chair for the Caucus.

The Caucus response will not attempt to address each of the elements prescribed for your final report. We feel confident that the many other distinguished speakers on your schedule will have spoken sufficiently to the areas of their special expertise and concern.

A quote: "A free and open democratic society depends upon the ability of its citizens to make fully-informed decisions about the choices that affect their lives and their community. Our citizens regard free and full access to information as a basic right.

"Our society historically has been a harbor for those who believe that different ethnic, religious, and cultural groups can coexist within one nation, can enrich our common tradition, without infringing on any group's right to full freedom of expression."

The preceding quote is from the final report of the White House Conference on Library and Information Services, and forms the appropriate basis for some general concerns of the Black Caucus of the American Library Association. This evening we will speak to one of those concerns: representation. Adequate representation on all levels of public information enterprise -- conception, organization, administration, implementation, education, evaluation, accountability, et cetera. Several subsets of this concern follow:

One, adequate representation on commissions, associations, task forces, and study groups concerned with management and delivery of information in the public interest: the obvious place to begin a fair minority representation policy would be at home -- namely, with the composition of the Commission itself and its administrative staff.

Coexistence within a free and open society requires that the interests of minorities will be fully woven into the fabric of that society. When that occurs, the interests of minorities will cease to be considered as an addendum, an afterthought, a frill or a special program.

When minority representation is sought, minority caucuses and groups should be consulted to assure that persons appointed do, in general, represent the views of the concerned minority communities. As an example, when research contracts are awarded preferentially, as they should be, to minority contractors, minority caucuses and groups should be consulted to determine whether the contractor actually represents minority views and intends to include minorities where feasible in the actual conduct of such studies.

Two, adequate representation among professionals concerned with newer and emerging technologies: this might begin with effective representation of minorities among educators of information professionals. Their presence has been shown to influence directly not only the numbers of minority professionals in training, but also the increasingly important distribution of those minority professionals among the different information disciplines.

A quick examination will show that most minorities are being educated for areas of waning need, if not for obsolescence. That direct influence of minority educators, as well as minority professionals and students, also appears to determine success in recruiting minorities to these information professions.

Three, adequate minority representation on staffs of information services: this would help to assure, for example, that majority and minority Black communities would have materials and services which reflect their interests.

Four, adequate minority representation among those who control the technological channels of information access as well as those who control the allocation of information resources and support: the apparent advent of federal block grants (to supercede catagorical grants) will directly threaten the prevailing philosophy of equal access to information as being in the public interest. Need we be reminded that minorities in this society have never enjoyed equal access to needed information? One does not have equal access to information which one cannot read or to information which one does not know exists or cannot find.

While it is clear that most Americans will have to bite the bullet in response to the new economics, it would appear from the shifting of national priorities that minorities and the poor are expected to digest the bullet as well. What amounts to a federal pull-out threatens to make intolerable an already inadequate situation. There is also little reason to believe any more will happen in the interests of minorities at the state and local level than has occurred in the past.

What can the Commission and other federal agencies do in the interest of promoting adequate information services for cultural minorities in light of the apparently inevitable economic changes?

One, promote the issuance of guidelines for allocation of block grants, along with a reporting mechanism which would, at a glance, document relative levels of minority participation and benefit.

Two, promote effective services to minorities by including as integral parts of professional and performance standards.

Three, initiate and find sponsorship for broad comprehensive research on the extent of and effects of underrepresentation of minorities among the information professions with particular attention toward ways in which to alleviate these inadequacies which are documented.

Four, reconstitute the Commission itself and its staff, within reasonable time, to reflect an effective representation of minorities.

Five, urge that minorities be adequately represented throughout the information professions and urge that minorities be adequately represented through an affirmative effort by all groups and enterprises affecting information management in the public interest.

The foregoing suggestions, if implemented, would constitute a reasonable beginning toward alleviation of a long-standing national disgrace.

The Black Caucus of ALA thanks you for the opportunity to begin to address these critical issues and is prepared to discuss these issues and recommendations in greater detail at your request.

MR. JOSEY: Thank you, Mr. Wright.

Our next speaker is Mr. Caesar Cabellero who is the President of Reforma. Mr. Cabellero.

STATEMENT OF
CAESAR CABELLERO
REFORMA

MR. CABELLERO: Thank you for the opportunity to provide testimony before your group. I will make my comments very short in consideration that all of us are tired and apparently have had a very tiring conference; also, in recognition of the fact that I recognize many of you as being experts in this area, library services to minorities.

I am the current President of Reforma, the National Association of Spanish Speaking Librarians. And my purpose here tonight is to present official testimony as voted upon by the membership of this organization during its membership meeting on Saturday, June 27th. And I will forego all the details of the needs, because I believe that they have been well expressed by the other persons that presented testimony, such things as the advances that were made during the '60's in providing library services to minorities.

It is a fact that Hispanic populations and other minority populations are growing in higher rates than the non-minority populations -- in other words, minorities are here to stay, whether the majoritarian population wants minorities to stay or not -- in bigger numbers.

In our deliberations at our membership meeting it was agreed that we should come before this Task Force to ask that NCLIS address the drastic need for trained bilingual and minority personnel. That is to say that we need special programs that will attempt to provide this training so that the curricula in the library schools in our country provide courses, not only for minority students, but for non-minority students, so that services to minorities not be left up to the minoritarian petitioner.

Financial aid should be made available to minority students so that the positive aspects of culture and class experience be a positive factor in providing these services. In other words, we have to accept the fact that minorities continue to be in the poor segments of our society. We have sort of a Catch-22 in expecting minority people to enter library schools, when we know that tuition is so high. Transportation is -- or moving to a library school town -- is almost impossible without help. Furthermore, breaking roots with community and family is hard on these minority students.

Therefore, we recommend several steps that the Task Force and the Commission can take to alleviate certain problems that we see. We proposed that the Commission work very closely with the Task Force of Reforma that was set up especially to work on this problem; the drastic shortage of trained bilingual personnel.

In the past, we feel that the Commission has not really communicated well with Hispanics. That's to understate the problem. I think the Commission has failed to communicate, period. It's almost like we don't exist, or that the Commission wishes that maybe the problem will go away. We're not going to go away. We're here to stay.

But we're willing to work with the Commission in solving problems; we recommend: that the Commission agree to support the efforts of Reforma and other gorups to acquire private and public moneys, recognizing that Reaganomics will probably kill all the opportunities for the federal government to open the doors to minorities.

Nevertheless, we're willing to work with private institutions to provide the efforts at making dents in the dire needs and the crises that are before us.

Those are the two main proposals that we make in an attempt to begin to solve the problem. I hope that you can see what our membership is trying to say. We're willing to start working with you slowly, and maybe we can start learning to work with each other.

I hope that one, two, three, maybe more years from now, we can come back and see some progress. I have to reminisce about the time that I was before this Commission as a graduate student in 1974 when the Commission heard testimony in San Antonio, Texas. And the problems were the same. Very little has changed. Maybe things have gotten worse. As a matter of fact, I'm sure they have in some parts of the country.

I hope that we can come back and see some changes. Otherwise, some of us will be frustrated and will probably seek other avenues of change much more drastic than coming here passively and asking for change. Thank you.

MR. JOSEY: Thank you, Mr. Cabellero. And I would like to apologize for mispronouncing your name earlier. It wasn't written very clearly. Thank you very much.

Our last speaker who signed up is Cheryl McCoy from the New Jersey Black Caucus. Ms. McCoy, are you here? She's not here.

Well, we're grateful to all of the speakers who have appeared at both our hearings. The two hearings have been very enlightening to the Task Force and to members of the Commission. We would like to assure you that we will seriously consider all of your concerns expressed on both Saturday afternoon and this evening.

We are way past our adjournment hour, so without further ado, we must say good evening, and thanks so much for coming.

(Whereupon, at 10:20 p.m., the hearing on the above matter was closed.)

WRITTEN TESTIMONY OF
THOMAS E. ALFORD
LOS ANGELES PUBLIC LIBRARY

Thank you for the opportunity to give testimony to the National Commission on Libraries and Information Science Task Force on Cultural Minorities at hearings during the San Francisco American Library Association Conference.

The Task Force on Cultural Minorities is to be commended for seeking advice and counsel from librarians on how well librarians are addressing the library and information needs of minorities, what librarians should be doing to meet these needs, and what librarians can do to identify the library and information needs of minority users and non-users.

My hope is that the Task Force on Cultural Minorities will draw upon testimony from librarians and the experience of other interested information professionals to present a realistic and, hopefully, helpful picture of what library service to minorities in a public library involves, some of the alternatives, commitments and satisfactions.

I am urging the report of the Task Force on Cultural Minorities to contain three important elements. First, place an emphasis on the present need for library services to minorities, and even with the cutbacks in federal funds and reductions in local funding, libraries throughout the country should not abandon excellent, innovative, creative programs that have been started to provide unique information services to minority communities. These programs can be continued by a partnership of federal, state, local and private funds. Some libraries may feel they can begin to abandon meaningful programs directed towards minority communities because of the cutback in federal funds and the reduction of local funding.

Secondly, place an emphasis on library schools of the nation continuing their commitment and efforts to recruit more minorities. Many of the library schools may feel that they can abandon providing fellowships and scholarships at the graduate school of librarianship and information sciences level because of federal funds being cut back. I feel it is the library school's institutional social responsibility to carry out this goal of increasing minorities in the profession.

Third, place an emphasis on the Task Force undertaking a nationwide review of data available on public library policies and practices which have contributed to the failure of identifying library and information needs of minority users and non-users, so as to develop better procedures that will correct the imbalances in providing full and equal library and information services to minorities.

Briefly stated, the need for continuation of library services to minorities is contained in the philosophy as expressed in national library legislation to provide all citizens with information, free and equal access to life-long education and the protection of constitutional rights as being important.

An article in the July 23, 1979 New York Times says: "Public libraries should not be dependent on the good will of local tax payers, nor should those local tax payers bear the lion's share of the cost of operating institutions for all." Similarly, the philosophy generally expressed in state library legislation is to insure the availability of every resident of the state of an adequate level of public library service regardless of the taxable wealth of the local jurisdiction providing services.

In line with the above, the courts have supported the contention that public libraries serve as an educational institution and are an important function of government.

I fully realize the hardship entailed in developing a budget faced with federal budget cuts and reduced local revenues. The recent past library service to minorities, much of which was given out of generosity, should be applauded, encouraged and supported by librarians and other interested information professionals. That service, though, should never be mistaken or substituted for what remains undone. For public libraries can fill the very large gaps caused by budget cuts in basic services and programs and even if all public libraries reached their full potential in providing services to minorities, millions of people still would receive little service at all because of inadequate resources and mechanisms.

Accordingly, I request that the need for public library services to minorities, the need for library schools to recruit more minorities, and the need for review of data on public library policies and practices recommendations be considered and integrated with the final report of the National Commission on Libraries and Information Science Task Force on Cultural Minorities.

WRITTEN TESTIMONY OF
JUDITH FOUST
STATE LIBRARY OF PENNSYLVANIA

My name is Judith M. Foust. I am a librarian. I have worked at Wayne State University Library, Detroit Public Library and directed the Law Library Division of the State Library of Pennsylvania from 1978-1981. I was active in planning the Pennsylvania preconference to the White House

Conference on Libraries and Information Services and was appointed an official observer to the White House Conference for the American Association of Law Libraries. Currently, I chair the State, Court, County Law Library Special Interest Section of AALL, and the AALL Long Range Planning Committee on Services to the Public and Legal Resources in Public Libraries. It is from my experience as a law librarian that I speak today.

The laws of this country need to be more accessible to its citizens. Law affects most areas of daily life such as employment, housing and family matters. Knowledge of the law affects our ability to be active rather than passive members of society.

Unfortunately universal access to law books is not a reality. Some localities offer this service, however, it is more the exception than the rule. Rural, suburban and city dwellers are equally hindered by limited public access to law books.

The delegates to the White House Conference on Libraries and Information Services responded to the need to know the law as expressed by most preconferences and passed several resolutions. The most important being A-12, Basic Legal Information. This resolution calls for programs to improve basic legal resource materials in public libraries, continuing library education programs which include the development of basic legal reference skills and access to publicly supported law collections. Implementation of this resolution would assist all Americans regardless of their cultural background.

Law librarians have been actively promoting public access to the law. Law librarians were involved in the White House Conference and its preconferences as members of planning committees, delegates and speakers. AALL chapters offer legal bibliography courses and other assistance to public librarians. Law libraries actively participate in the national cooperatives such as WLN, RLIN and OCLC. AALL is currently developing a long range plan to coordinate and promote public access to legal materials.

However, law librarians, individually or as a group cannot accomplish this goal by themselves. Links with other groups, direct providers of service to the general public, need to be established and nurtured. I encourage this Task Force on Cultural Minorities to recognize the need of their clientele to have access to the law and establish necessary liaisons and dialogs to fulfill this need.

Thank you for this opportunity to bring this matter to your attention.